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ABSTRACT

This handbook for educators, administrators, and community leaders shows how innovative and outstanding programs can demonstrate by example. It offers helpful guidelines and models, raises and comments upon present and future issues, and suggests valuable resources. Chapter 1 defines family life education by discussing its importance and addressing areas in which confusion over family life education exists. Chapter 2 comments on external and internal factors that contribute to family well-being. Chapter 3 profiles family life education practices at the local and state/territorial levels. Chapter 4 provides a comprehensive analysis of 14 "innovative and outstanding" family life education programs. The common components that have contributed to their achievements are divided into two categories: community relations and educational particulars. The analysis is interspersed with information from state guidelines and commentaries on ways to improve programs using these components. Chapter 5 addresses three needs: community acceptance, continuing education for educators, and evaluation of the impact on students. Chapter 6 deals with three emerging areas of essential importance for the future: curriculum, computer technology, and values education. Appendixes include extensive listings of reference books and articles, textbooks and curriculum materials, teacher guides and books, audiovisual resource material, and resource organizations. (YLB)

A Nation For Families

FAMILY LIFE EDUCATION IN PUBLIC SCHOOLS

A handbook of realities, recommendations and resources for educators, administrators, and community leaders.

G. William Sheek

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NAF National Academy For Families

Center for the Family
AMERICAN HOME ECONOMICS ASSOCIATION

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By G. William Sheek

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In 1972, the Center for the Family was founded to serve as an outreach arm, of the American Home Economics Association. The Association is to direct attention and action to trends, issues, and needs related to the family. It does this through advocacy, research, leadership development, resource referral, and program generation. These functions are performed in ways that utilize the expertise within home economics to work with other professions and groups on specific societal issues affecting the family.

The National Academy for Families, a not-for-profit organization founded in 1982 under a grant from the Schweppe Research and Education fund, is dedicated to the enrichment of families through preventive educational programs and resources. NAF research, development and implementation are being done nationally in cooperation with educational institutions, family service agencies, religious bodies, and corporations.

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PREFACE

Never in the history of our nation have American families—the foundation of our society—been faced with more exasperating and frustrating challenges than they face today.

Social, economic, political, and technological complexities combine to heap almost unbearable external pressures upon families already burdened with the internal challenges of blending individualization and connectedness, personal freedom and partnership within relationships. To these is added one more significant pressure: that of meeting these challenges and complexities within the continuity of family life.

Are the strong currents of these complexities creating waves of family disturbances so tumultuous that no curriculum can calm the waters?

Even without a decisive answer to this disconcerting question, as family life educators know, we must move with strong purpose to meet the challenge of finding ways and means to help families acquire the skills and knowledge to cope with these complexities.

It is my hope that this publication will help us in this challenge.

G. William Sheek, Ph.D., Author
Executive Director,
National Academy for Families

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INTRODUCTION

"We learn a lot about what other people are feeling. We share and learn to respect others," said a Bay City, Michigan student about the school's family life education program.

How encouraging! This perceptive adolescent—along with many others in family life classrooms across the country—has discovered the great joy and satisfaction that comes from learning how to communicate effectively through the free exchange of ideas, thoughts, and feelings.

This student's opinion gets right to the heart of the matter and mirrors the primary basic result of family life education.

We at the National Academy for Families and the Center for the Family, American Home Economics Association believe this publication gets to the heart of the matter too. It is a comprehensive review of and commentary upon family life education in public schools throughout the United States. For the first time we can see what others are doing, how they are doing it, and why they are doing it. Also, we have an opportunity to examine the problems with which they have been confronted.

Three years of planning, research, organization and writing have gone into the Family Life Education in Public Schools project since it was conceived by the Family Institute, a subdivision of the Academy for Educational Development, Inc., whose chairman was Alvin Eurich.

Archibald McDowell, Joanne Jennings and William Lea designed the original research which began with a survey of chief executive officers of state and territorial departments of education to gather information on family life education practices within their individual jurisdictions. In addition to contributing this necessary information, these chief executive officers suggested one hundred local programs they considered "innovative and outstanding."

After a survey of the local programs, a pamphlet, "Family Life Education in the Public Schools," was published by the Family Institute from information sifted from both surveys.

During the second stage of the project, using program variety and reasonable demographics as criteria, the National Academy For Families (the successor to the Family Institute) selected fourteen programs from the one hundred for on-site visits and in-depth analysis by research consultants.

In 1983, the National Academy for Families concluded its research with a second survey of chief executive officers of state and territorial departments of education to update all the information gathered during the initial survey.

The information we have assembled goes beyond family life teaching techniques. It shows how innovative and outstanding programs can demonstrate by example: how successful programs recognize and resolve central issues of concern; it offers helpful guidelines and models; raises and comments upon present and future issues; and suggests valuable resources.

We believe this publication, evolved from research and insight, will be useful to all who are directly involved with family life education. We also believe it can benefit universities, libraries, service organizations, community and religious organizations, and federal, state, and local government agencies.

The National Academy for Families recognized that this handbook should be published in cooperation with an organization which has unique national stature in the field of family life education. We chose the Center for the Family of the American Home Economics Association because, in our judgment, it is one of the most important in this field. The Association has pioneered concern for family life education since the turn of the century, and its Center was one of the first of its kind.

Also, our survey of states and territories confirmed that when comparing all departments family life education courses are most frequently taught in home economics as a single department—34%.

We hope this publication will be a major step in an ongoing information-sharing process—a free exchange of ideas, insight and learning which leads to a national base of family life educational data from which all of us may benefit.

The real beneficiaries of our learning, our innovations, and our determination will always be American families.

1

WHAT IS FAMILY LIFE EDUCATION?

Family life education ". . . is instruction to develop an understanding of physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships . . . between persons of varying ages.[1] The Pompton Lakes, New Jersey school system developed this inclusive definition. Although there is a wide range of goals sought throughout all public schools, family life education is basically a method of helping students to acquire knowledge and skills which will enable them to get along with one another—at home and in society.

That simple phrase—getting along with one another—has within it a whole range of attitudes that have far-reaching effects: responsibility, respect, caring, and sharing.

While the goals of most family life education programs do not focus specifically on the family but rather on interpersonal relationships, the New Haven, Connecticut goal combines these two dimensions by stating that family life education should help people see themselves as unique, irreplaceable and of inestimable value, who demonstrate love and respect for others, who are open to growth through interpersonal relationships, who have self-respect, and who understand the emotional, physical, psychological, hygienic, economic, and social aspects of family life.[2]

The language in definitions differs but there is a common thread that ties them together: family life education can be a powerful force in promoting human understanding, in teaching respect for the individual, and by demonstrating that family members who get along with one another contribute productively to the communities in which they live.

Family life education programs that produce results for any school system reflect careful planning, sustained support on the part of administrators and enthusiastic participation by faculties. At the very core of this planning is the careful selection of subject matter.

Topics which appear basic to any family life education program are: communication and interpersonal relationships; human growth and development; understanding self; marriage and family dynamics; human sexuality; values; decision making; health; parent education and child care; adolescent pregnancy; management of resources; consumer education; childbirth; and intergenerational understanding.

Although there is virtual agreement that family life education begins in the home and is the primary privilege and responsibility of parents, in our complex modern society many feel we must use all available means—public and private—to assist parents in any way we can with the all-important task of helping their children to become well-balanced persons and family members.

This is not such a new idea. Since the turn of the century home economics educators and specialists as well as other professionals and volunteers have helped parents in their child-rearing roles.

What is new and exciting in its potential is that in recent years there has been a widespread surge of interest in more systematic parent-assistance efforts. Nowhere has this interest been more evident than in discussions concerning the public schools' ability or responsibility to teach family life education.

Over the past decade, almost every state legislature in the United States, confronted on one

hand with alarming statistics on the intellectual and moral decline of our nation's youth and, on the other with complaints concerning public school invasion of family privacy, has had to come to grips with the difficult question of how far the public schools should go in educating children in such super-sensitive areas as sex education, values and ethics. And although the debate continues it appears that the public school is valued by parents as an important institution for the teaching of family life education.

Section 1
The Importance of Family Life Education

There seem to be no doubts in the minds of many that those who enjoy well-being within their own families are more apt to experience well-being in a broader range of human relationships.

It is my* feeling then that family well-being is a dynamic which is important to all life situations. This seemingly oversimplified equation—family well-being equals well-being in life—can be an impetus for the important task of family life education.

Although it is common knowledge that in the United States most adults still choose to marry, divorce statistics suggest that the family as a traditional unit is in jeopardy. Even many in second marriages are separating or divorcing as an alternative to untenable relationships.

The increasing number of divorces and separations in the country results in family structures quite different from the traditional models.

More and more divorced mothers and fathers are rearing their children alone. The number of children today who are living with one parent (most often the mother) is staggering—20 percent of all children—and in the future perhaps as many as 50 percent of the children born in 1980 will have lived with one parent for some period of time by their eighteenth birthdays.

The effects of this major shift in family structure are widespread: family problems are becoming school and community problems and social agencies are overburdened with requests for guidance and financial aid. More and more women are entering the job market, especially mothers who head families. At least 40 percent of these receive no support from the absent father. Sadly, even when employed, 50 percent of women who are rearing children alone are classified as poor.

Married couples are having fewer children, and economic stresses demand that both partners work to ensure a satisfactory income.

And finally, one very important group of Americans that must be considered within the family structure is the single adult. Almost one-quarter of all households have within them one adult in a solitary-living situation.

The dramatic shift in our understanding of American families is clearly visible in any classroom in the variety of family situations represented. The blunt facts of constant change should serve as a warning to family life educators to guard against the pitfalls that will loom in the development of programs built upon an image of a normative family structure.

What we must recognize (because of the relationship complexities in our society) is that young persons need exposure to the skills and knowledge that will allow them the *opportunity* to develop healthy and responsible relationships within a wide range of family structures.

If I belabor this thought throughout this book, I do so to reinforce in your minds the overwhelming need for family life education programs that address the wide diversity of families.

Family members, regardless of the structure, are always in an ongoing process to *gain self-identity and to understand their connection with each other.* In this process they must deal with role expectations, power conflicts, sexual and emotional needs, interdependence and independence—to mention just a few of the dynamics. Underlying these dynamics are the basic social and psychological needs of each person: to feel safe, secure, accepted, cared about, valued, respected, significant, worthwhile, and loved.

No matter how a family is structured, it is the primary group in which these needs can be mutually provided by members. Therefore it is a group which has important social functions related to reproduction, socialization, economics, and social status.

Because families of all kinds are so important, they merit every available educational process that will help them to function intelligently and productively.

*In the interest of clarity the author delineates research findings from personal commentary by using the first person to designate the latter.

Section 2:
Family Life Education: Unique and Confusing

Family life education as I have stated earlier is not a recent innovation. It has existed in various forms for as long as families have existed. The evolution of what we know as family life education has been traced by Ned Galin from the earliest writings about families to the twentieth century understanding of family life education.

> America's concern with the family as a focal institution is also probably as old as our nation's history. Aries (1962) dates the emergence of the modern family (that based on love rather than on authority) at about the same period as the establishment of America—1700. Similarly, the emergence of family life education as an identifiable specialty within the behavioral sciences may be seen as a natural evolutionary culmination of our concern with the family, rather than the 20th century fulmination many believe it to be. Wishy (1968) in an attempt to dispell '. . . the American conceit that no one has done as much or thought [as] much about children as we have in this century,' has elegantly documented early family life education efforts through the 19th century.
>
> Even if the soil were tilled in 19th century America, it was in the beginning of the 20th century that the seeds were sown by Dewey (1899), the philosopher educator and Freud (1900), the biologist, psychologist. Freud's emphasis on intimate relationships within the family and Dewey's concern with pragmatic education within the schools exactly coincided and were the natural root stock of that which we now refer to as "Family Life Education."
>
> Its foundations within the moral philosophy of the 19th century synchronized with the merging of biology, psychology, and education are what make family life education *somewhat unique and somewhat confusing* (author's italics).[3]

Family life education is unique because it has gained acceptance as a structured program in public schools which has the objective of enhancing relationships. Another uniqueness is that there is an enormous amount of information on the subject to which educators have access. In fact, family life education has come a long way. But it is obvious to me that confusion over family life education still exists in several areas: Family privacy, public policy, resistance by religious institutions, no normative family structure, and academic reluctance.

Family Privacy. The issue of family privacy contributes to confusion about family life education. Is family life education an intrusion into the private domain of the family? Can family life education be effective without compromising family rights and privileges?

How did this strong emphasis on family privacy come about in our Western society? Edward Shorter[4] helps us as he differentiates between the traditional and modern family. The traditional family of the preindustrial world was a productive and reproductive unit with the emotional needs of its members being met primarily by community peer groups. It was constructed on the importance of lineage and property transfer, courtship on the basis of dowry and other property, patriarchal authority over wife and children, greater significance of custom over creativity, repression of sexuality as an emotional dynamic, and motherly affection toward children being secondary to other needs and relationships.

The 18th century with its industrialization, urbanization and ensuing affluence, became the period of the "modern family" for which ". . . the wish to be free overcomes the community's demand for obedience and conformity." Self-realization becomes more important than community stability and lineage. Emotional needs and personal happiness become essential to relationships. And, eventually three changes occurred—romantic love became more important than family interest and dowry, the mother/child relationship was transformed into a high priority relationship of maternal affection, the family became more private and domestic for the sake of intimacy.[5]

By the 19th century the private and nuclear family, according to James B. Nelson,[6] had become the norm for the Western world. Several traits accompanied this change. Mothering became a full-time occupation. Childhood was accepted as a unique era of life. Children became equal in sharing family resources and inheritances. There was a reduction in the size of the family. Servants and relatives were no longer considered part of the household. Finally, the family lost its economic and political functions.

The privativistic family, as we know it, has its roots more in economics and in affluence than in any other dynamic according to Elise Boulding.[7] She states that in the United States the ". . . retreat

to privacy of the modified extended family has taken pathological forms not observed in Europe probably because of the unique affluence of the United States."

In the move toward privatism, highly influenced by our economic system, social institutions assumed responsibility for many family functions which the extended family had taken responsibility for in the past. To be certain, privatism of the family brought less intrusion from the community but there was, in contrast, a large dependency on the community for social services.

While there continues to be debate as to what extent the extended family was involved in the norm of family life in the past, it is rather obvious that American families have become private units largely relying upon their own members for emotional support. Although this transition is usually affirmed because of the new emphasis on personal fulfillment within family relationships, it creates some difficulties for the contemporary family. When one fails to find personal fulfillment within the boundaries of family life, as often happens, the family becomes vulnerable to break-up. Privatism increases the vulnerability of the family.

It is confusing to assist individuals in the development of knowledge and skills for personal fulfillment within relationships when it is suspected that personal fulfillment is also a dynamic which makes relationships vulnerable.

Families are much less vulnerable when external forces promote stability. And yet, the evolution toward personal fulfillment is mitigating against this stability. Family privacy is, at the same time, to be respected and challenged.

According to Bowman and Kieren[8] family privacy is to be respected because adult family members, more than children, are uptight about having their family secrets revealed, being identified as having personal and/or family inadequacies, and making self-disclosures. The result is that adults in many families, especially in families that may perceive themselves as second best—such as families with single or stepparents—do not want to subject themselves to reinforcement of an image of inadequacy. Family life educators must be sensitive to these threats to families.

Family privacy needs to be challenged because families need educational intervention in assisting them in developing and enhancing their knowledge and skills for positive family interaction. This must be done with the awareness that what works for one family may not work for another, and in the belief that there is information and skills which can aid families in enriching their unique family system without dictating what that system should be.

Public Policy. Here I believe, is another confusing issue for some family life educators. The United States has never adopted a comprehensive national family policy to assure *all families* access to supports which are essential to family well-being even though the family is supposedly valued as the basic institution of society.

It is generally thought that well-being of families can be enhanced and advanced by availability of supports such as the following for *all families*.

- Educational and counseling programs to aid family members in dealing more effectively with one another and becoming their own best advocates.
- Service programs that treat physical or mental illness and provide child care for employed parents.
- Income maintenance and tax relief programs that support the economic security of families.
- Employment policies that include provisions for part-time work, flexi-time, maternity and paternity leave, affirmative action to reduce sexism and racism, job training, and the provision of public jobs when the private sector cannot meet employment needs of the populace.
- Housing and community planning that assures adequate shelter and healthful neighborhoods for all families.
- Public education that provides opportunity for life-long learning and development for all people from early childhood through advanced years.

If families are really valued as major components of society and a policy is " . . . an attempt to adjust society's management of its components,"[9] why then have families been largely ignored by policymakers?

Many have suggested that the United States has been reluctant to create a national policy for families because our system of government is based primarily on the recognition of rights and responsibilities of individuals, not groups. This has led to the wide-spread belief that families are private groups in which policymakers should not interfere or intervene.

This line of reasoning has resulted in much rhetoric about the importance of families and little action toward providing essential supports many need to perform their basic functions. In short, emphasis has been on individuals ignoring the fact that most individuals live in a familial unit.

A several-years study by the Carnegie Council on Children[10] makes the point individuals in families need to be supported and serviced in ways which

will preserve the family. This position has been confirmed by many experts including Urie Bronfenbrenner who has often suggested that any attempt to develop comprehensive family policy must be family-centered rather than child-centered.[11] Indeed families are educational, biological, social and economic units and should be given policy support commensurate with the importance of these functions.

To be sure, it is a complex undertaking to reconcile individual needs and rights within the context of a family and needs and rights of families within the broader context of society. But until society shows a commitment to provide supports for all families, family life educators will be in a contradictory and confusing situation.

Regardless of the rhetoric about how much families are valued, we are confused about whether or not this is true. Subsequently, we are confused about whether or not our work is really valued.

Eventually we must cope with confusion resulting from our commitment to educate individuals for a fulfilling family life while knowing that many of them are and will continue to be in families which have basic needs unfilled. This mitigates against all we are trying to accomplish and policymakers seem unconcerned.

All of this emphasizes the importance of family life educators becoming more aggressive in working for the adoption of policies which reflect the value of families. This activism may seem a little outside the task of family life education but, in fact, it is unavoidably related.

Resistance by Some Religious Institutions. I strongly suspect that family life educators may be confused about why some religious organizations attempt to block public support for family life education as well as other family policies while other religious organizations seem supportive. Robert Rice, executive vice president of Family Service Association of America helps us understand this lack of consistency.

> In the United States, organized religion provides an arena for the support of nearly all political positions. Certain denominations are known to espouse conservative or reactionary social values while others are proud of their social liberalism.
>
> In most denominations there are theological definitions relating to marriage and family. These definitions differ markedly from one denomination to another. The meaning of sexual differential, marriage and divorce, birth control, and the relationship of individual conscience to church dogma, all are readily recognizable areas of doctrinal differences which form a base for major difference in the conclusions reached in regard to social policy questions.
>
> Because the church is often a reflection of its ethnic constituency, it carries an unusually informal role in boundary maintenance and its actions must have some relevance to its constituency. For this reason, it may be difficult for churches to move in the direction of broad overarching policy areas and maintain a strong advocacy role.
>
> The familiar American problem of conflict between church and state may be acute in the area of the family. It may be imagined that a stronger public role in regard to family policy will be perceived as an intrusion upon the ancient dominance of church authority in the area of marriage and family.[12]

We see then that organized religion represents a vast variety of political and theological positions. As a consequence of this some religious organizations—usually very conservative ones—are outspoken about their resistance to family life education in public schools while more supportive mainline ones remain silent in consent.

The family life educator may feel threatened by the resisters and confused by not hearing from the supporters, but there is no need for dismay. In a Better Homes and Gardens poll (1983), as well as in other polls, 80% of all respondents agree sex education should be taught in schools and 77% say they are not distressed about the books their children might have access to in schools. Seventy-nine percent say the quality of education their children are receiving is satisfactory to excellent.[13]

There seems to be an overwhelming desire by most parents to have their children in family life education courses.

The key issue in the resistance to family life education by certain religious groups seems to me to be that of values. In fact the values of many are being challenged tremendously as a result of turbulent societal changes. Of this Naisbitt writes: "During turbulent times many people need structure—not ambiguity—in their lives. They need something to hang on to, not something to debate."[14]

I believe this is the crunch between family life education and religion. Some religious organizations are concerned that the teaching of family life education within a pluralistic milieu will relax or

diffuse the values they are trying to inculcate in children.

On the other hand, other religious organizations respect the pluralistic nature of public schools. Joe Leonard, the executive responsible for family life programming for the American Baptist denomination, believes it is even possible for clergy to have an active role in public school programs, but if they do they must be respectful of the nature of the school as a pluralistic institution. "*Clergy who cannot handle pluralism should just stay out.* (Italics for emphasis added by author.) . . . Values education is an area where churches maybe ought to say that this is a responsibility that we have and we ought to be offering something to the schools. I think that it's hard to teach values outside of some kind of tradition. I really do believe there are values which underlie a secular society—respect for the individual, and respect for the truth. These are things that are necessary to the existence of a school."[15]

In the task of family life education in public schools, the family life educator must respect the values held by a student while facilitating ways for the student to examine them and gain respect for the values of others. *If the family life educator, like the clergy, cannot handle pluralism she/he should just stay out.*

The Teen-age Parents Services of Charlotte-Mecklenburg County in a syllabus for a self-awareness and values clarification reflects on the importance of dealing with values:

"Personal Values hold the key to personal motivation, self-determination, conflict resolution and lifestyle with meaning. When a person is aware of her values, she can make conscious decisions based upon them and feel she is directing the course of her life. When this happens, the person feels self-affirmed and in control of her life."[16]

The family life educator will find it impossible to stay away from dealing with values, but she/he must be sensitive to ethical boundaries. Often though, boundaries are blurred even in instruction guides. For example the Wilmington, Massachusetts Instruction Guide (grades 9–12) states:

> Opinions vary concerning the role of the home, the school and the church in Life Education. This education should begin in the home. The church plays its part by emphasizing human dignity, individual worth, the spiritual nature of [persons], the sanctity of marriage, and the sacred nature of the family. The school should teach biological facts and the psychological nature of [persons]. *It should continually seek to develop wholesome attitudes and promote the development of sound values.*[17] (Italics for emphasis added by author.)

Where values are concerned undoubtedly there will be overlapping. What happens if the educators' understanding of "sound values" differs from the churches' perception? It is confusing.

The Connecticut State Board of Education recognizes the importance of values in family life education.

> Since many of the concepts of family living involve ethical and moral values, the school should involve religious institutions and other community agencies in planning, implementing, and evaluating the program while maintaining the appropriate separation of church and state. . . .The programs must:
>
> 1. be sensitive to the differing ethical values, moral standards and religious teachings of students and their parents;
> 2. seek to assure the ethical and moral dimensions of human sexuality as part of the awareness considered in the development of the program, and
> 3. reject the advocacy or teaching of any one sectarian doctrine or any amoral doctrine.[18]

Contrastingly, Louisiana instructs its educators in keeping with state legislation that:

> 6. Sex education shall not include religious beliefs, values, customs, practices in human sexuality nor the subjective moral and ethical judgments of the instructor or other person
> 7. Students shall not be tested, quizzed or surveyed about their personal or family beliefs or practices in sex, morality or religion. . .[19]

Thus, the family life educator, when not bound by legislation to avoid values completely, is in a confusing bind—not to intrude on values and yet to assist in the development of sound values. The major guideline is sensitivity.

When sensitivity is observed, family life educators need not worry about support. There is overwhelming support for family life education among community populations even if the resisters are verbal and visible. Remember, there are far more religious organizations supportive of family life education than there are that resist it.

No Normative Family Structure. From my observation another issue causing confusion for the family life educator is the fact that in the United States there is no normative family structure. Statistics on the present realities of families are often obscure, complex, and extremely difficult to interpret. In fact, census measurements are often expressed in terms of households instead of families.

However, from statistics obtained from the Census Bureau the following is a realistic representation of what is going on with families in the United States.

- Approximately 87% of the population of the United States lives in families defined by the Census Bureau as two or more persons related by birth, marriage, or adoption and residing together. This amounts to approximately 58 million families with an average of 3.25 persons per family (not per household which is 2.76 persons).
- Of the 58 million families, most were married-couple families with young children present in approximately 42% of them. One-parent families at 5.8 million, mostly headed by females, amount to 19% of all families with children.
- Since the divorce rate doubled from 25 divorces per 1000 population in 1965 to 53 divorces per 1000 population in 1980, it can be expected that blended families will become much more prevalent.
- At present, approximately 80% of all divorced persons remarry and there is substantial evidence that a larger percentage of second marriages in some age categories will end in divorce than do first marriages.
- Twenty percent of the children in the United States are living in one-parent families.
- Of all white children presently under 18 years of age, 80.8% live in a two-parent family (some with a stepparent), 15.3% live with mother only, 1.95 live with father only, 1.5% live with another relative, and 0.5% live with a nonrelative.
- Of all black children presently under 18 years of age, 42.4% live in a two-parent family (some with a stepparent), 47.2% live with mother only, 2% live with father only, 7.6% live with another relative, and 0.8% live with a nonrelative.
- Of all children of Spanish origin presently under 18 years of age, 69% live in a two-parent family (some with a stepparent), 25.3% live with mother only, 1.5% with father only, 3.4% live with another relative, and 0.7% live with a nonrelative.
- Of all other children (Asian, Pacific Islanders, American Indians, Eskimo and Aleuts), presently under 18 years of age, 78.9% live in a two-parent family (some with a stepparent), 13.3% live with mother only, 2.5% live with father only, 5.3% live with another relative or nonrelative.
- Children living with a mother who has never been married increased fourfold from 527,000 in 1970 to 2.8 million in 1982.
- The number of nonrelated adults living together in a heterosexual relationship tripled in the last 12 years. These relationships involve over 3 million adults 18 years of age and over. This amounts to approximately 5.5% of all unmarried adults.
- There has been an increase of unrelated persons of the same sex living together. At least one million persons age 25 and over are in such a living arrangement. They represent 3% of this particular age group.
- Births per 1000 females ages 15–44 declined from 123 in 1957 to 67 in 1982.
- The proportion of women ages 20–24 still single increased from 28% in 1960 to 49% in 1979. The proportion of men still single during this same period increased from 53% to 67%.
- In 1980, of the population 18 years and over, 30.8% of males and 36.5% of females were single (never married, divorced, or widowed).
- There is a person living alone in 25% of all households. This is an increase of 63% of solitary living between 1970 and 1980. Approximately 42% of persons living alone are 65 years of age or older.

Eleanor D. Macklin[20] identifies more clearly for us the confusion as she writes that the field of family life education ". . . is alive with new terminology as researchers seek to identify the seemingly endless variations currently evolving. Dual career families, commuter marriage, the bi-nuclear family, blended families, group marriage, sexually-open marriage, gay fathers, lesbian mothers, the open family and the urban commune are only a few of the many present forms. Preparing persons to deal constructively with the complexity of the new pluralism and to make informed choices for themselves with regard to lifestyle is the challenge of family life education in the '80s."

The American Home Economics Association Center for the Family has developed a definition of family which is inclusive and workable under the new pluralism.

"Family is defined as a unit of intimate transacting and interdependent persons who share some values and goals, responsibility for decisions and resources and have commitment to one another over time."[21]

But can the family life educator be inclusive and nondiscriminatory in her/his understanding of and approach to families when the myth of the normative nuclear family is still prevalent in society?

A subtle component of confusion may be in the minds of the educators themselves. Are these varying styles of family workable? Will they lend stability to society? Are they the most productive units for self-actualization and intimate interaction?

If the family life educator is to meet this challenge of the new pluralism, she/he must adopt an attitude which values the quality of life within any

relational structure over the importance of the type of that structure. There must be equal acceptance of and concern for those related by marriage, birth, or adoption; those who by mutual consent join to live as a family and those who living as single persons find family within the context of a broader grouping.

Unless we can accept this inclusive view of family we run the risk of being agents of alienation. We will also be out of touch with reality. *It is not our responsibility to define family but rather to educate for successful family life.*

Academic Reluctance. And finally there seems to be confusion about family life education which I term academic reluctance. I suspect that most school systems do not recognize family life education as having equal importance with other traditional academic subjects. Therefore the family life educator is not quite sure where she/he fits in the academic scheme.

There are several reasons for this confusion. Family life education is extremely diverse; subject matter ranges from budget preparation to death education. Many of the subjects impinge on or are tangentially related to more specific academic courses. How then are these courses which are relevant to family life education to be identified and coalesced into an academic system in order to make the greatest impact on students? In whose domain do these courses belong? Are they best managed by topical approaches or one that integrates family life education with other subjects over a wide age range?

With the lack of a normative definition of family and a diverse set of values held in varying families, how is one to educate for a productive family life? Is family life education intervention or cognitive preparation or both?

And finally, how does one measure impact on students? Is family life education, indeed, effective? Of course, one can measure classroom objectives but, can impact be measured on long-range interpersonal relationships? Should family life education prepare persons for the future or should it intervene to create a more productive contemporary family experience? Should it do both? Can it do both?

To keep these questions from immobilizing them, family life educators must continually realize that family life education is still a developing field. We must function as does any professional, on the basis of existing knowledge while seeking increased excellence in an admittedly complex but crucially important field.

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2

FAMILY WELL-BEING: AN EDUCATIONAL DIRECTIVE

Inasmuch as the family life educator has the important task of education for family well-being, a clear understanding of those qualities of life which contribute to well-being is important.

In Chapter I (What Is Family Life Education?) I implied family well-being is dependent upon individuals within any family structure having a sense of positive self-identity and connectedness. I can say with assurance most programs take self-identity seriously as an educational directive but with less assurance that connectedness is getting equal emphasis. And I strongly suspect that external factors which impact families—economic, political and social—are not receiving the attention they merit.

Section 1
External Factors

Even though external factors are closely related to family well-being, I will comment on them briefly. The family life educator in her/his role can help in easing economic stresses by educating family members to be more effective in the management of their resources. But every family needs adequate economic resources and, in order for many to have them, more attention must be given to such issues as full employment, income maintenance, flexi-time, housing, access to mental/physical services, child care, etc.

To help families attain these necessary resources the family life educator needs to be involved in—and encourage students to do likewise—the political arena to help influence the adoption of policies and legislation which will ensure those resources leading to family well-being.

An equally important social factor requiring an active role by the family life educator is the elimination of discrimination on the basis of sex, class, race, and/or age. These practices are barriers to family well-being.

As we continue to deal with family well-being, we must understand that not all stresses families encounter result from internal relationship inadequacies or dysfunctions. External factors—economic, political, and social—usually beyond the control of family members cause much pain and fragmentation.

Section 2:
Internal Factors

Now the question: What kind of interaction among family members most likely contributes to a sense of well-being in all members and what other qualities can be used as indicators of family well-being?

Dr. David H. Olson, professor of the University of Minnesota's Family Social Science Department, offers some practical guidelines about interaction. Dr. Olson and his colleagues have used empirical data to determine there are two central behaviors in family interaction which affect family well-being: cohesion and adaptability. Cohesion is ". . . the emotional bonding that family members have toward one another." Adaptability is ". . . the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress."[1] And, communication is the underlying es-

sential which enables movement in these two.

Although a thorough explanation of Olson's Circumplex Model with its sophisticated levels for measuring variations of cohesion and adaptability is prohibitive, here is a simplified report on his findings regarding family well-being:

> The members of healthy families are neither too close nor too far apart; they change neither too much nor too little. There is no ideal way for any family to operate—each must find its own balance of togetherness [cohesion] and adaptability.
>
> Healthy families drift out of balance at times. But they move toward balance as soon as possible.
>
> What are the ideal characteristics of a family with balanced togetherness? Family members strive for interdependence. They spend some time at home together and some time apart, both physically and emotionally. They encourage some private space for each member of the family. And they have both individual and family friends and set aside time for activities with both.
>
> What are the ideal characteristics of a family with balanced adaptability? Parents [if two are present] share leadership. Family members share roles. There is firm but fair discipline and the entire family, when appropriate, works together to solve problems using good skills. Finally, there are few implicit, but many explicit rules which are enforced fairly.[2]

Therefore, specific interactions are important in understanding well-being; two are cohesion and adaptability. There are also many other indicators of family well-being which are important. Knowledge of some of these comes from observation, descriptive research, and self-appraisal by families; others have been tested empirically. Nevertheless, evidence of their commonality is so great they must be given careful consideration in family life education.

Effective communication is the most commonly agreed upon indicator of family well-being. Members must have direct and open communication and must listen. They must also communicate at a feeling level.

From an assessment of the literature on the subject (Stinnett, Satir, Lewis, Hill, Whitaker, and Otto)[3] Ted Bowman, Family Development Director of the Family and Children Agency of Minneapolis, isolated four other commonly agreed upon indicators: (1) appreciation and respect for one another, (2) adaptability and flexibility, (3) clarity of family rules and (4) spiritual/religious commitment.

Of course, there are many family well-being indicators other than those detailed in Olson's findings or those above. For example, Dolores Curran[4] suggests these additional indicators: sense of trust, sense of play and humor, sense of shared responsibility, sense of rituals and tradition, values service to the community, sense of right and wrong, admission to and seeking help with problems, a sharing of leisure time, a fostering of table time and conversation.

The ability to deal effectively with conflict and crises also are generally accepted by many as important indicators of family well-being.

Another variable which appears intuitively to have a strong place in family well-being—and one that has been empirically tested—is family pride.

Olson commenting on and quoting from E.S. Davis, "The Assessment of Family Pride," an unpublished dissertation, University of Wisconsin, Madison, 1980, states:

> Family Pride is defined as an 'individual family member's perception that his or her family is a worthy group.' 'Worthiness' is equated with a group composed of competent members who usually do things well and refer to the family as a source of satisfaction.
>
> Davis supplies empirical support that family pride is not similar to individual self-esteem, but is a group characteristic reflecting family consensus rather than individual perceptions.[5]

There is then some knowledge of family well-being which suggests an educational directive. As you look at the realities of family life education as detailed in the remainder of this publication you might ask, do family life educators take family well-being as seriously as an educational directive as they do student's self-identity?

Perhaps how effectively family life educators respond to this directive depends largely on the educator's capacity for focusing more on the student as a member of the family system, and less on the student as an individual.

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3

FAMILY LIFE EDUCATION: A PROFILE OF PRACTICES

Family life education in public schools is a particularly diverse area of scholastic programming. Practices vary dramatically from state to state, territory to territory, and from locale to locale. Information about these varying practices was gathered in three stages:

First Stage. In the latter part of 1980, a survey of chief executive officers of state and territorial departments of education was conducted by the Family Institute of the Academy for Educational Development, Inc. In addition to contributing information on family life education practices within their individual jurisdictions, they suggested one hundred local programs they thought were "innovative and outstanding." The criteria for selection was independently established by administrators within each state and territorial department of education. These programs also were then surveyed.

Second Stage. Fourteen of the one hundred innovative and outstanding programs were selected by the National Academy for Families for on-site visits and in-depth analysis. Selection of the fourteen was based upon program variety and reasonable demographics, and not upon whether one program seemed superior to others. These programs are listed in Chapter IV (Common Components of Innovative and Outstanding Programs).

Third Stage. In early 1983, a second survey of chief executive officers on family life education practices within their individual jurisdictions was conducted. Forty-two states and five territories contributed information.

The material for this chapter was gathered in stages one and three. Stage two (An In-Depth Analysis) of fourteen programs is the source of information for Chapter IV.

Section 1
Family Life Education at the Local Level

The local coordinators of the one-hundred programs in stage one were surveyed concerning:

1. The content of the family life education courses
2. Whether participation in the program was voluntary or required
3. The number and demographic characteristics of students enrolled in the program
4. Whether family life education was taught in their school or school district as a separate course or was infused into other courses or curricula
5. The backgrounds, qualifications and experience of program personnel
6. Whether programs included an experiential component
7. The teaching materials that were being used in the programs
8. The source of funds to support the program
9. Whether their programs had ever been formally evaluated
10. The effect of the program upon students and their families

The following paragraphs are reflective of the answers to the preceding concerns.

Course Titles. In the programs recommended as innovative or outstanding examples of family life education, courses were rarely labeled Family Life Education. More frequently they were designated Family Living, Marriage and Family Life, Preparation for the Future, Interpersonal Relationships, Parent Education, Personal Adjustment, or Independent Living.

Elective or Required. Family life education courses were generally elective rather than required. Parental permission was rarely required for enrollment with the exception of sex education components in some schools. One school indicated that it required parental permission for its unit on divorce and family crises.

Student Characteristics. Two-thirds of the programs reported student enrollment as representative of student populations in terms of academic achievement, ethnicity and socioeconomic backgrounds. Nearly half of the schools teaching family life education as a separate course reported that enrollment in the course was about equally divided between males and females. In no school, however, was the family life education program predominantly male. A few of the schools reported that students enrolled in family life education courses had more academic and/or personal problems than those not attending the courses. An approximately equal number responded that students in the program were academically superior to those not involved.

Separate or Infused. Nearly 75% of the programs teach family life education as a separate course in three or more sections. Of these programs which teach it as a separate course, over 67% also infuse it into other courses.

Program Personnel. More than two-thirds of the schools indicated family life educators had specific degrees or in-service training in family life education. For the most part, these educators taught in home economics departments although, health, social studies, and psychology also integrated family life subject matter into their curricula.

Some other educators infused family life education into the curriculum, such as math through personal finance and economics through family budgeting.

Experiential Components. Most of the one hundred local programs provided practical (nonlecture) family-related experiences for students including in many instances opportunities for students to work with children and also with the elderly.

Materials. Eighty-five percent reported they used some commercially prepared teaching materials (text books, supplementary reading materials, audiovisual aids, etc.) in teaching family life education.

Funding. Although more than three-fourths of the programs responded that they support family life education solely with local and state funds, some have developed innovative ways of obtaining additional financial aid. One school, for example, reported its family life education program was sponsored in part by tuition from the child-care center it operated during school hours; others had received federal grants, and one program for pregnant teenagers and school-aged mothers had been launched by a grant from a major foundation.

Program Evaluations. More than half of the programs reported they had been formally evaluated within the past two years—most frequently by local and district school administrators, accreditation organizations and state agencies.

Program Effects. Almost all of the schools reported the programs had a positive effect upon students.

Those positive effects most frequently cited by schools, in order of frequency, were:

1. Increased student awareness
2. Helped students establish and/or maintain healthy personal relationships
3. Increased students' knowledge/information
4. Increased students' understanding of themselves as unique
5. Helped students learn to communicate openly
6. Aided students in learning to clarify values and establish personal codes of ethics
7. Contributed to the postponement of adolescent marriage and to a reduction of teenage pregnancies

Other positive changes cited were improvements in academic skills, behavior, confidence/independence, and decision-making capabilities. More than half of the schools also reported the programs had a positive effect upon the families of students.

Section 2:
Family Life Education at the State/Territorial Level

The following findings are based upon surveys of states and territories of the United states as described in Stage Two. Data from forty-one states and five territories reflects responses from 82% of the states and 84% of the territories. These states and territories participated:

States

Abalama	Massachusetts	Pennsylvania
California	Michigan	Rhode Island
Colorado	Minnesota	South Carolina
Connecticut	Montana	South Dakota
Delaware	Nebraska	Tennessee
Florida	Nevada	Texas
Hawaii	New Hampshire	Utah
Idaho	New Jersey	Vermont
Iowa	New Mexico	Virginia
Kansas	New York	Washington
Kentucky	North Carolina	West Virginia
Louisiana	Ohio	Wisconsin
Maine	Oklahoma	Wyoming
Maryland	Oregon	

Territories

American Samoa
Guam
Northern Mariana Island
Puerto Rico
Virgin Islands

Programs

From these states and territories we culled information on prevalence of programs, those which were mandated and/or required, grade levels infused or in separate curriculum, classes in which family life education is taught, subject matter, issues of concern, and needs for assistance.

Prevalence of Programs. The responses showed that an overwhelming majority (96%) of state and territorial school systems taught some form of family life education. Only two territories from all the states and territories responding had no family life education program.

Mandated and/or Required. Of the states and territories which offered family life education, four states—Alabama, New Jersey, Massachusetts and Wisconsin were mandated by law to offer some form of family life education program.

Louisiana and Maryland were indirectly required by law to teach family life education as part of their comprehensive health education curricula.

Four states—West Virginia, Alabama, New Jersey and Minnesota, and one territory—the Virgin Islands, required students to enroll in family life education classes. West Virginia was unique in requiring children from kindergarten through the third grade to study family life education. Alabama infused family life education into a variety of required course work throughout the grades. New Jersey required students to enroll but grade levels were determined locally. Minnesota and the Virgin Islands included family life education in their required Health and Home Economics classes respectively.

Grade Levels. Of the four states which mandated family life education, Alabama offered it in kindergarten through grade 12; New Jersey at secondary and elementary levels with local school districts deciding upon specific grades; and Wisconsin and Massachusetts in grades 9 through 12.

The remaining states and territories which did not mandate family life education reported it was offered at *some point* in the following grade levels.

k–12	45%	11–12	2%
7–12	24%	4–12	2%
9–12	8%	5–12	2%
6–12	5%	Sporadic	5%
10–12	2%	No Answer	5%

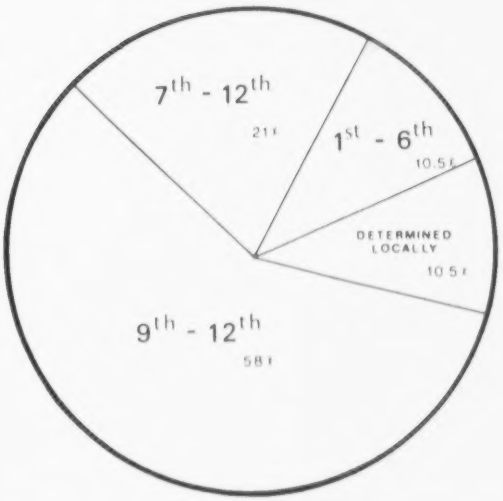
Separate or Infused Curriculum. Most school systems taught family life education as a separate course along with infusing it into other courses. When family life education was taught as a separate course in addition to infusion into other courses, 58% of the time it was taught in senior high school grades (9–12), 21% in junior and senior high grades (7–12), 10.5% in elementary grades (1–6), and 10.5% in grades determined by local authority.

Family life education infused into other courses was taught 34% of the time in kindergarten through high school, 24% in junior and senior high grades, 13% in senior high, 11% in elementary grades, 5% in junior high, and 13% undetermined.

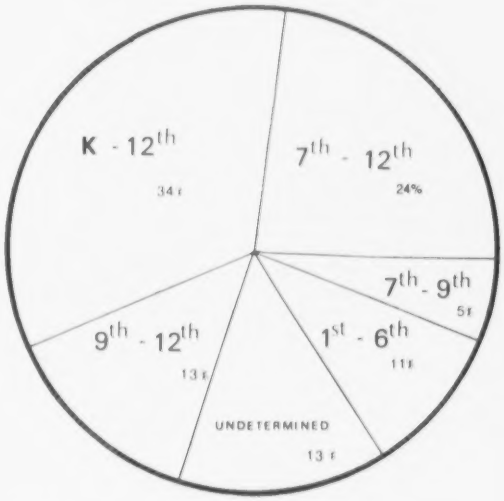
Classes in Which Family Life Education Is Taught. Schools often teach family life education in classes within several departments. Of the 44 states and territories which teach family life edu-

Grades Offering Family Life Education

As Separate Courses



Infused Into Other Courses



cation it is most often taught in Home Economics (42), Health (32), and Social Studies (20) classes. Science, Physical Education, and Sociology classes (10–14 each) were also utilized to impart family life education. Biology, Anatomy, Adult Education, and Elementary Education were mentioned as other sources.

Topics. Sixty-eight percent of the states and territories responded that the following topics were included in family life education courses:

marriage and family dynamics;
human sexuality;
interpersonal relationships/communication;
human growth and development; family crises (included stress, substance abuse, family violence, divorce, death and bereavement, family members with special needs, etc.);
parent education and child care skills;
values/decision making;
understanding self;
home maintenance/management of family resources (including consumer education);
family health (including nutrition);
career education;
information concerning childbirth;
adolescent pregnancy avoidance;
teen parenting;
intergenerational understanding.

Of the states and territories remaining, 14 percent reported all but one, two, or three of these topics were included; 9 percent included all but four or five; and 9 percent did not respond.

Eleven states and territories added these topics: sexuality (9), changing family structures (5), family needs and resource management (5), stress and crises (4), personal development (4), and community relationships (3).

Sixteen respondents reported additional topics were needed on changing family structures (9), family skills and enrichment (7), personal development (7), sexuality (6), stress and crises (5), family needs and resource management (2), and community relationships (1).

Central Issues of Concern

In response to a question on what are the five central issues of concern for family life education in public schools, we receive a broad spectrum of answers for administrators which fell into six major categories.

1. Scholastic/Administrative
2. Community Relations
3. Family Dynamics
4. Inter & Intrapersonal Dynamics
5. Parenting
6. Sexuality

The open-endedness of the question inevitably resulted in diverse and nuanced answers, yet issues

within each category were identified. The following show the primary concerns that emerged in each category:

Scholastic/Administrative
- Certification/training of family life educators
- Clarity of definition of family life education

Community Relations:
- Community acceptance of family life education
- Values conflicts

Family Dynamics:
- Family crises
- Family dynamics including marriage, roles and structure

Inter & Intrapersonal Dynamics:
- Interpersonal relations & communications
- Understanding Self
- Values/decision making

Parenting:
- Teenage pregnancy
- Parent education
- Teen parenting

Sexuality:
- Human sexuality
- Contraception & abortion

Administrators expressed almost equal concern for the first four categories. They were concerned about providing an effective program for acceptance by the community which addressed the interpersonal and family realities of students. However, this concern for specific needs of students was also dependent upon the availability of qualified, competent educators.

Need for Assistance

The final section of the survey asked the state and territorial administrators to identify areas (other than increased funding and staff) in which they would find assistance most helpful. They were given the following categories to rank order:

- Evaluation of course impact on students
- Community acceptance of family life education courses
- Availability and awareness of curriculum resources
- Teachers competency standards
- Research (Area:_____)
- Addressing cultural diversity
- Adolescent pregnancy avoidance
- Teen parenting
- Understanding of local, state, and federal legislation regarding policy and funding
- Continuing education for family life education teachers
- Course development for elementary and mid-adolescent age groupings
- Skills for utilizing community resources

The administrators expressed the most need for assistance in three areas:

1. Community acceptance of family life education courses
2. Evaluation of course impact upon students
3. Continuing education for family life education teachers

These needs for assistance are addressed in Chapter V (Issues of Central Concern).

4

COMMON COMPONENTS IN INNOVATIVE AND OUTSTANDING PROGRAMS

One hundred family life education programs were suggested by chief executive officers of state and territorial departments of education as being "innovative and outstanding." The criteria for making these suggestions were independently established by administrators within each department of education. Fourteen of these programs representing program diversity and reasonable demographics were selected by the National Academy for Families for on-site visits and in-depth analysis. the fourteen are as follows:

Staple High School, 70 North Avenue, Westport, Connecticut 06883
New Haven Public Schools, One State Street, New Haven, Connecticut 06511
Glastonbury High School, 330 Hubbard Street, Glastonbury, Connecticut 06033
Teen-Age Parent Services (Alternative School), Charlotte-Mecklenburg Schools, 510 South Torrence Street, Charlotte, North Carolina 28204
Nature Center, Charlotte-Mecklenburg Schools, P.O. Box 30035, Charlotte, North Carolina 28230
Cyesis (Alternative School), Sarasota Public Schools, 3550 Wilkinson Road, Sarasota, Florida 33581
Riverdale High School, Buckingham Road, Fort Myers, Florida 33905
Pompton Lakes Public Schools, Pompton Lakes, New Jersey 07442
Jackson Junior High, 6000 109th Avenue, Champlin, Minnesota 55316
Stewart School, 2133 Roach, Salina, Kansas 67401
Central High School, 1600 Columbus Avenue, Bay City, Michigan 48706
Las Cruces High School, 1755 El Paseo Road, Las Cruces, New Mexico 88001
Medford Senior High School, 1900 Keeneway Drive, Medford, Oregon 97501
Winston Churchill, 1850 Bailey Hill Road, Eugene, Oregon 97405

While these programs represented a variety of approaches to family life education, it became obvious that they have common components that have contributed to their achievements. These common components fall into two major categories as follows:

I. Community Relations

Programs were developed in response to community concerns.

Programs resulted from strong leadership initiatives taken by an educator, administrator, or a local government which, in most cases, led to the establishment of an advisory committee of community personnel to study the situation and make recommendations.

A formal linkage with the community was important for most programs and one-third continue to link with networks of community organizations or advisory committees.

In addition to, or occasionally in place of, a formal linkage with the community, almost all programs utilized community personnel and parents as resource persons in their programs.

Students performed a variety of services for the community

II. Educational Particulars

Experiential education was the most prominent teaching/learning strategy.

Course objectives of the programs evolved over the years.

Curricula had major components of affect and building respect for self, teachers, and others.

Programs had strongly motivated and caring educators who had personally invested in the subject matter.

All programs, with exception of the alternative schools, had co-educational classes.

Interdepartmental cooperation was common.

Programs had been ongoing for four to twenty years.

There were no common curricula in these "innovative and outstanding" programs. There was also no commonality as to whether or not the courses were separate or infused, mandated or elective. There was no uniformity in grade/age levels for teaching any particular course in family life education.

I now share with you a more comprehensive analysis of these programs. The analysis is interspersed with information from state guidelines and commentaries on ways to improve programs utilizing components found to be important to the fourteen innovative and outstanding programs.

Section 1
Community Relations

Identifying Concerns

Each program was initiated from a specific or general concern within the community. Most frequently the specific concern was the increased instance of pregnant students. Other specific concerns were related to drug problems, sexuality, and child abuse.

General concerns which prompted the initiation of family life education included: better education for family living, more responsible behavior for teens, a comprehensive approach to health and reproduction, inclusion of male students, a more innovative approach to the teaching of home economics, a more effective approach to family life education for low and middle income students, and a concern over the lack of day-care facilities in the community.

As these concerns were identified and acknowledged by the community, interest in family life education increased significantly. From the following examples one can see that community acceptance of family life education is closely related to the community's identification of its needs.

Example

In 1969 the town of Westport, Connecticut initiated a program of family life education in response to community concern over drug and alcohol abuse. The decision was made at a Representative Town Meeting, the local form of government, to sponsor a survey on "Drugs and Sex." In response to the findings, the town hired a director of human relations and began a community-based agency entitled "The Youth Adult Council" to address the needs of the town's youth. The high school program became a part of a townwide overall program of family life education.

Example

In 1967 the Charlotte-Mecklenburg schools developed a teen-age parent services alternate program in response to a meeting of professionals representing concerned agencies and nonprofessionals. A study committee was formed to gather data on the number of pregnant teens in the area. At that time there were approximately 900 girls pregnant, 600 of whom were school age and receiving little or no medical help, and also no counseling. They were rapidly becoming school dropouts.

In 1968 an inter-agency committee began to plan for solutions to this problem.

A social planning committee was formed in 1970. After an intense four-month study, the committee recommended to the council that a pilot project be

established using model city funds, continuing education from the Mecklenburg County school system, medical care from the Memorial Hospital, and counseling by the Family and Children Services. The council approved the recommendation and added that a citizens' committee be appointed to supervise the project. The Florence Crittendon Services (hospice for pregnant teens) was designated overall coordinator.

In 1971 the program was officially opened and in 1973 it moved to its current location near the Florence Crittendon facility in an integrated neighborhood in the Memorial Hospital area.

In 1975 action was stepped up regarding policy related to pregnant teens. Previously, pregnant students were required to leave school for a period of 90 days. This regulation promoted dropouts and made it difficult for a girl to resume school after such a lengthy absence.

With the help of the school board and a concerned professional staff, the advisory committee appeared before the school board and requested a regulation that pregnant girls in Mecklenburg County be allowed to make a choice, either to remain in their own high school or attend teenage parent services. The school board adopted this regulation and the program was fully operative.

Example

The Pompton Lakes Public Schools in New Jersey in 1969 brought together parents, teachers, school board members and clergy to develop the family life education program. The program received much publicity and widespread support in the community. The overall goal of the program was to develop responsible behavior in teens. The initiators of the family life education program stressed the conscious, deliberate involvement of all community representatives in every phase of program planning, initiation, and implementation. Public meetings and widespread community participation were encouraged to ensure support for the program.

Example

The Glastonbury, Connecticut high school program is part of the overall townwide k–12 program initiated in 1970 in reaction to concern over drug problems. Concerned members of the community, under the direction of the health services department, developed a program consisting of a series of community seminars for students and their families dealing with human growth, development, and reproduction. The program begins with discussions at the high school level which continue in depth.

Initiatives

The question remains as to where the responsibilities for initiatives in family life education were lodged. An analysis of the fourteen programs reveals that approximately one-half were in response to local government initiatives and half in response to teacher and/or school administrator initiatives. It appears most initiatives were taken by local government when the issues of teenage pregnancy and drug abuse were clearly problems. Teachers and administrators took the initiative in more general and systemic approaches to family life education.

This division of concern is illustrative of a basic problem in initiating family life education programs. For a decade the United States has concentrated on remedial rather than preventive approaches. It has been difficult to interest public agencies in systemic approaches to symptoms such as pregnancy and drug abuse. Until specific problems are recognized, public officials are reluctant to designate funding for family life education.

Educators typically have been more in touch with the personal traumas of students than have public officials. Therefore it has been easier for educators to recognize work which needs to be done to reduce the probability of symptoms which more specifically affect the community. Until the need is clear, it is difficult to sell a program.

Another road block to initiative is the inability of educators to prove that a systemic approach to family life education will indeed affect students and families positively. Will high school courses on marriage reduce the divorce rate? Will working with the student on self-esteem reduce the probabilities of her/his getting trapped in alcohol or drug abuse? Will helping the student with communication skills open the channels for effective communication in families when other members are accustomed to communicating reluctantly?

While admitting the difficulties, it must be stated that by taking initiative, family life educators can influence school boards on the importance of family life education courses. An example of this occurred in the Central High School in Bay City, Michigan.

Example

Mrs. Carolyn Purgraski, a teacher in the home economics department, Central High School, Bay City, Michigan became convinced of the need for a more comprehensive approach to the teaching of family life education within the home economics department. She described the struggle to initiate and sustain the program in an environment of recession and declining student enrollment. Thus,

over the years, Mrs. Purgraski and other home economics teachers attended meetings to defend the need for home economics as a requirement of the senior high school selective curriculum.

As a result of her tenacity, we can now report that in Bay City more students of varying academic levels are exposed to home economics, that a greater number of students are involved, that home economics teachers' jobs are being saved, students see home economics as necessary to their own life management, and a subtle difference exists in the way other staff members view home economics: it is necessary, not just "nice."

There are many such success stories.

Where family life educators recognize the value of taking the initiative in identifying specific concerns within the community in which they teach, they enhance the probability of family life education becoming a crucial part of the curriculum.

Ted Bowman writes ". . . community education is generally school neighborhood specific. The publicity and outreach is primarily directed to families within the school attendance area. This means that specific planning of family life education experience responsive to identified needs within the attandance area is possible. Developmental stages, special needs and sequential family life programs can be taken into account by creative planners."[1]

Today's family life educator must be a creative planner in order to effectuate a family life education program perceived by the community as highly important. In so doing she/he must take the initiative in helping the community understand specific needs to which family life education responds.

Linkages with the Community

Another major component in the area of community relations is the formal linkage of the school with a network of community organizations or an advisory board of community personnel and/or informal linkage through community participation in the family life education courses.

Examples of formal linkages are varied, but all included a school's relationship with its community through a network of community agencies, advisory board, or committee of community personnel.

Example

One of the most extensive formal linkage programs is evident in New Haven, Connecticut. In 1969, Connecticut sponsored an act concerning family life education programs. It directs the State Board of Education to develop curriculum guides which aid local schools in developing programs of family life education. The guide includes family planning, human sexuality, parenting, and nutrition. It also includes the emotional, physical, psychological, hygienic, economic, and social aspects of family life.

The overall goal for elementary and secondary education is to develop the positive feelings of self-worth which contribute to responsible behavior. The state supports multidisciplinary, sequential k–12 learning, community support, and parental participation which the New Haven program exemplifies.

The New Haven program is a comprehensive, communitywide network of schools, health and mental health agencies, health facilities, and a day-care program, all of which are coordinated into a network of help for those attending public schools in the New Haven District.

One special part of the program is the Lee Parenting Program which is a collaborative effort by the Hill Health Center, the New Haven Public Schools, and the Yale Child Study Center, under the aegis of the Teen Age Health, Parenting and Family Education Consortium.

As such, it is a school-based program offering accredited courses in parenting, family life, and sex-education. It provides individual counseling and attempts to meet both the health and child-care needs of students and their families. A comprehensive multiagency network is involved in delivering the services.

A close network of schools, health agencies and social service agencies in the community offer coordinated efforts in family life education for all students—especially for pregnant teens.

Example

Another, but somewhat different approach to formal linkage to the community, occurs in Jackson Junior High School in Champlin, Minnesota. This junior high services three local middle- to upper middle-class communities located about 50 miles northwest of Minneapolis. A family life education program was initiated by Jerry Graham, a teacher, in conjunction with a parental community board. The board, composed of community parents, revises and supervises the curriculum in conjunction with the teachers.

Example

The Teen Age Parent Services (TAPS), the alternative program of the Charlotte-Mecklenburg School system, has a formal linkage with the de-

partment of social services, the Crittendon School house, the YWCA, Catholic Charities, and Family and Children Services

Community linkage took place in informal ways in many of the innovative and outstanding family life education programs. Examples of these were: social workers interacting with pregnant teens, community resource persons used twice weekly in courses; lifestyle labs conducted by consultants who are family members of students; seminars for students and parents who have taken the class in which parents are the leaders; parental review of curriculum at the beginning of the students' course; integration of a public museum and a public school staff; quarterly evening sessions for parents; parents as speakers and discussion leaders; parents and former students participating in courses and parents serving as supervisors when students serve as kindergarten assistants for community day-care centers.

These informal linkages are as important to community acceptance as formal linkages.

Example

The Las Cruces, New Mexico program has used community resource personnel on an occasional and ongoing basis and reports it has received community support. However within the last year, the "Moral Majority" was successful in eliminating the human reproduction sequence from the biology courses. The home economics department continues to teach human sexuality as before within the context of a broader family life education. The objection to the course centered around the involvement of planned parenthood. The home economics teachers tell us that once parents attend an open class they are generally supportive of the programs. It is suspected that strong ties with the community personnel who serve as guest lecturers is important in continuing community support.

Example

Mrs. Joanne Miskis, the chairperson of the home economics department of Winston Churchill High School in Eugene, Oregon, reports that their program (begun in 1972) receives its best support from graduates who return to the community. Widespread approval and appreciation for the program has developed over the years as a result of active cooperation between the school and an advisory board made up of community members.

Serving the Community

The final component of community acceptance is community service performed by students participating in family life education courses. Some of these community services are: operating day-care centers and nursery schools, volunteering services in not-for-profit human service organizations, working in nursing homes, working with younger children in public schools, tutoring programs for kindergarten children, adopting grandparents and providing services to lower income persons.

Example

Winston Churchill High School in Eugene, Oregon, under the home economics department operates a five-day (7:30 a.m. to 5:30 p.m.) day-care center to respond to a community need and to provide students with a realistic view of children's behavior. The center cares for 31 children: 8 kindergartners and 23 2–5 year olds. The kindergarten children, students in the local school operated across the street from the center, are accompanied to their classes by high school students. Children may attend the program 5 days per week 9:30 a.m. to 5:30 p.m. at a cost comparable to other day-care programs in the area. The program is funded from tuitions and school district funds. There is a waiting list for participation.

The students staff the center under the supervision of one of the home economics teachers and concurrently attend a class in "Exploring Childhood." It is offered as a first- or second-year course, is entitled "Childcare Training," and is designated as exploration for a child-care career. A third level of work includes six students who are paid for fifteen hours of work per week in the center. Although the course is not required, it may be elected to fulfill the required credit hours in health or careers. The classroom theory complements the experience gained in the center. As one student said of his experiences, "I think this course should be required. I came in wanting to get a credit. I thought that it would help in the future when I have children. I have learned to like working with kids. I learned why they act the way they do. They are not rebelling against you; it may be just a stage.

"Every day is a new experience. The class compliments what we do in the classroom. I always feel good when I do something right because the staff teachers praise us. We learn to respect the kids. It is rewarding to know that you can learn to raise your own kids. It will cut down on child abuse. It has helped me with my younger brother."

The day-care center appears to provide genuine opportunity for both the day-care and high school students. It meets a community need, teaches children, and provides an opportunity for teenagers to learn and feel needed.

Example

In Las Cruces, New Mexico, a program adaptation to meet current needs has resulted in the sequence on gerontology and child care I and II. For both sequences students work in off-campus sites—for work which they earn credit. The students in the aging sequence work as volunteers in a nursing home. The child-care students work in public schools. Level I students work two hours twice weekly with kindergarten children. Level II students serve as student aides in grades one through six and participate for a total of seventeen weeks. The course is a major self-image booster. "Little kids think you're smart . . . it's good to get off campus." Students must pass a semester course in child development in order to participate in either class.

Thus, a reciprocal, mutually beneficial relationship exists between school and community.

Example

Medford Senior High School in Medford, Oregon has a program in which all students in related classes must have experience working in the nursery school located on the school premises and operated under the aegis of the home economics department. A unique feature of the Medford program is an adaptation of the curriculum for learning by disabled students. They have the same curriculum and practical experience working in the nursery school as do the other students.

This adapted curriculum approach, which has been developed by Paul Gandt for students having I.Q.s within the 50-70 range can be seen as a community service also. This adaptation includes an elaborate program of 50 student aides who assist in one-to-one tutoring of the basic students and in the teaching of the class.

It is interesting to note that the community looks to the family life education graduates to staff local day-care and nursery school programs.

These examples, illustrate the importance of service to the community in gaining good community relations.

Section 2
Educational Particulars

Goals and Topics

Goals. The following is a review of the course goals from the fourteen innovative and outstanding programs selected for this publication;

Staple High School, Westport, Connecticut—Growth in values and personal awareness;

Family Counseling of Greater New Haven, New Haven, Connecticut—To develop individuals who see themselves as unique, irreplaceable and of inestimable value, who demonstrate love and respect, who are open to growth through interpersonal relationships, who demonstrate self-respect and who understand the emotional, physical, psychological, hygienic, economic and social aspects of family life;

Glastonbury High School, Glastonbury, Connecticut—Teach concepts that there are many differences that exist among individuals, each individual can set health standards for self and family, each individual can control her/his own quality of life by behaviors that are directed toward achieving her/his own health standards, each individual can affect the quality of life of another person and community;

Charlotte-Mecklenburg Schools, Charlotte, North Carolina—To help youngsters become happy, healthy people and to deal with all aspects of living;

Riverdale High School, Fort Myers, Florida—Health, marriage/family, diseases/preventive medicine and lifestyles, death and dying;

Pompton Lakes Public Schools, Pompton Lakes, New Jersey—Instruction to develop an understanding of the physical , mental, emotional, social, economic, and psychological effects of interpersonal relationships between persons of varying ages;

Jackson Junior High, Champlin, Minnesota—To teach young men and women that we are more alike than different. Increase knowledge and positive attitudes toward sexuality while allowing for different moral beliefs and value judgments. Increase self-respect, mutual respect and consideration of others.

Stewart School, Salina, Kansas—To teach people how to help each other . . . to learn how to cope . . . increase awareness of community resources;

Central High School, Bay City, Michigan—To study themselves and others, and to become aware

of social problems and to practice people skills;

Las Cruces High School, Las Cruces, New Mexico—To help prepare students to be able to deal with any problem in a positive manner for the rest of their lives . . . to teach decision-making skills;

Medford Senior High School, Medford, Oregon—To help students develop a stable, healthful, successful life;

Winston Churchill High School, Eugene, Oregon—To understand children better, education for marriage and improve self-concept.

Alternative Schools

Teen-Age Parent Services, Charlotte-Mecklenburg, North Carolina—Completion of high school, recognition of vocational potential, acquisition of mature, independent decision-making skills specifically related to family planning and training in good parenting skills. Provide necessary health and social services to meet the specific needs of young pregnant women.

Cyesis, Sarasota, Florida—To help adolescents learn how to take care of themselves in order to have a healthy infant, to learn parenting skills and to learn how to prevent a second unwanted pregnancy.

Four Common Denominators of Goals. It may be observed that there is a wide variety of goals in the fourteen programs; the same holds true for states and territories. There are four common denominators underlying most of the goals. These common denominators are to educate in a manner that will ensure:

1. A good self-image;
2. Effective and responsible interpersonal, family and social relationships;
3. Personal values and goals within a pluralistic society;
4. Life competency skills.

Topics. Each of these four common denominators is usually approached through topics which fall within their purview. The most frequently taught topics according to state and territorial departments of education are:

- interpersonal relationships/communication
- human growth and development
- understanding self
- marriage and family dynamics
- values/decision making
- human sexuality
- intergenerational understanding
- adolescent pregnancy avoidance
- family health (including nutrition)
- parent education and child care skills
- teen parenting
- information concerning childbirth
- home maintenance/management of family resources (including consumer education)
- family crises (including: stress, substance abuse, family violence, divorce, death and bereavement, family members with special needs, etc.)
- career education

Each of these topics is usually taught by taking into account its psychological, physical, social, and economic components.

Topics Assigned Under Goals. The assignment of the most frequently taught topics within the four common denominators of goals in the fourteen innovative and outstanding programs is reflected in the following profile. It must be noted that while there is significant overlapping, the attempt here is to position the subjects within the most evident goal category to provide the educator with a profile of approaches to family life education.

I. Good self-image (psychological, physical, social and economic)
- Understanding self
- Human growth and development

II. Efffective and responsible interpersonal, family and societal relationships (psychological, physical, social, economic)
- Interpersonal relationships/communication
- Human sexuality
- Intergenerational understanding
- Marriage and family dynamics
- Parent education and child care skills
- Teen parenting
- Adolescent pregnancy avoidance
- Information concerning childbirth

III. Personal values and goals within a pluralistic society (psychological, physical, social, economic)
- Values/decision making

IV. Life competency skills (psychological, physical, social and economic)
- Home maintenance/management of family resources
- Career education
- Family health
- Family crises

We see then that the goals of family life education are stated in a variety of ways, but their major emphasis can be categorized under the four common denominators I have outlined. Subjects corresponding with these common deonominators are taught from the perspective of psychological, physical, social, and economic components.

Since family life education is such a multidisciplinary and locally individualized field, it is difficult to get a comprehensive overview of goals and subjects. The preceding profile is a reasonable explanation of what, indeed, is occurring.

Curricula

Pattern for Development. Family life education curriculum, as with any curriculum, is broadly defined as a prescribed course of study. In order to effectuate the course of study specific patterns are followed.

Curriculum guides prepared by state departments of education and local schools reveal the following pattern in curriculum development. At first there is the philosophy of family life education from which more specific goals and instructional objectives are developed. These are followed by prescribed learning activities which are supported by suggested content and materials. The final stage is one of evaluation.

Many states provide family life educators with a general philosophy of family life education, sometimes mandated by state legislation, and guidelines to accomplish that philosophy. Generally, local school boards or local administrators must approve the curriculum developed within the philosophy and guidelines.

No Standardization. Since family life education curricula are developed to adhere to the standards and acceptability of specific populations, there is almost no standardization of learning activities and materials even though there are commonalities and overlapping of goals and instructional objectives. The latter may differ markedly from one school to another when related to considerations involving the appropriate grade/age level of the subject matter.

Even when a comprehensive k–12 family life education program has been suggested there is usually considerable responsibility on the part of local educators to develop curriculum commensurate with grade/age levels in their areas of responsibilities. State guidelines are for the most part just guidelines. For example, a comprehensive k–12 program is suggested by the state of Connecticut in its guide to curriculum development, 1981. The guide suggests that any program "remain flexible in makeup, general in content and broad in scope." The guide continues by recommending appropriate grade level instructional objectives, content, and sample activities. It also gives the educator or administrator the responsibility to initiate policy, achieve authorization, establish instructional objectives, review resources, select and organize content material, and create an ongoing sequential program for k–12. Again we are faced with the responsibility on the part of local educators to develop curriculum.[2]

Grade/Age Appropriate Curricula. According to the Delaware State Department of Education's curriculum guide, three components of family life education should run through all grades of a sequential k–12 program in family life education. In this guide it is suggested that "Growing and Developing, Interacting and Decision Making . . . are typical of every individual regardless of age, sex, occupation and social status."[3] Therefore a sequential k–12 approach to family life education should include topics such as: understanding self, interpersonal relationships and family life.

According to our research, k–12 programs are not usual. As reported in Chapter III, 45% of states and territories have some form of family life education at *some point* in grades k–12. But it is evident that there is no common understanding as to which grade/age level is the most appropriate for any particular course in family life education.

An analysis of the 14 innovative and outstanding programs may offer some clues as to which topics are considered appropriate for which grade/age level—but only clues. There is sharp contrast. For example, the state of Louisiana mandates in Legislative Act 480 that no sex education be offered in grades k–12. On the other hand, the Charlotte-Mecklenburg, North Carolina system teaches human sexuality and values in grades k–8. Again we see the diversity necessary when family life education programs are attuned to local or regional acceptability.

The profile of age/grade appropriate curriculum constructed from research of the fourteen innovative and outstanding programs follows:

k–8	Human sexuality and values clarification
4–6	Parent/child relationships
6	Becoming a responsible family member
Jr. High	Exploring adolescence, human sexuality, growth and development, relationships and mental health, death, health, nutrition

Jr./Sr. High	Family life, infant care, human relationships, independent living, personal appearance, housing, money management, clothing selection, basic foods, creative food preparation, health and nutrition.
Sr. High	Marriage and family, lifestyle, child care and development, love and infatuation, choosing a marriage partner, prenatal development, nutrition, aging, first aid, venereal diseases

It is evident from this analysis that grade/age level is not the key factor in determining which curriculum topics are appropriate. There is significant overlapping. The determining factor is more likely community acceptability.

There may be optimum times when certain curriculum topics should be used but this does not mean that age-appropriate pieces of that curriculum cannot be productively introduced at earlier or later ages. For example, in the *Curriculum Designed for Parenthood Education*[4] from the California State Department of Education, "The junior high years are an optimum time for both boys and girls to start learning the principles and acquiring the attitudes and concepts of effective parenthood." While this may well be true, concepts of effective parenthood are introduced to the child much earlier in the parental environment and therefore could be appropriately and intentionally dealt with in the educational arena much earlier, perhaps making the optimum times more effective.

When community acceptability allows the educator latitude in deciding which grade/age level is appropriate for specific curriculum, it seems to me student readiness is the guiding factor in the decision. Student readiness is largely determined by interest level and the characteristics of the students. A student-needs assessment will help in this determination. The needs assessment combined with an understanding of the characteristics of the learner in her/his developmental stage will give the educator information important to deciding grade/age appropriate curriculum

A student needs-assessment instrument can be designed to survey areas of family life education which fall within the acceptability range of state or local policy.

Characteristics of the middle and high school student are listed in the Family Relations publication of Michigan's Department of Education.[5] These were determined by surveying home economics teachers. These characteristics are as follows:

Middle School

Over-abundance of energy
Outgoing
Untidy
Peer oriented
Interested in many activities
Insecure, uneasy about accepting praise
Critical of family
Needs regularity in schedule
Requires at least 10 hours of sleep
Physical growth slowing down
Emotions fluctuate
Relationships are important
Eager friend-maker
Reading preferences—sports, adventures, and classics
Restless, daydreams and generally fools around in school

High School

Concerned about appearance
Enjoys recreation with opposite sex
Desires group acceptance
Desires independence
Often accepts authority from outsiders rather than from parents
Worries about the future
Curious about human behavior
Idealistic
Receptive to constructive criticism
Interested in opportunities to earn and save money
More even disposition
Speculate about qualities they wish in future
Mate selection of interest
Feels more or less equal with parents and other adults

Curriculm Design Model. By using the student-needs assessment and characteristics of students, and by staying within policy guidelines, I believe the educator may develop appropriate curricula. State guidelines can be of great help but local acceptability is still the key. Therefore planners of curricula must take into account the variety of cultural, religious, moral, and ethical beliefs present in the community in which they are designing curricula.

A model for designing a curriculum follows. It was developed by my integrating steps suggested by the State Departments of Education of California[6] and Connecticut.[7] This model assumes that the local board of education has adopted a policy of family life education and deals specifically with ways

of developing and implementing family life education curriculum. (Models for securing community and parent acceptance are presented in Chapter V under "Community and Parent Acceptance" section.)

1. *Inform the district administration that a curriculum review or development is being initiated.* Clear communications with the district administration will identify areas of concern before they become problems.
2. *Organize a school-level curriculum advisory committee.* Students, parents, teachers, and community agency representatives should be involved in the activities of the advisory committee. It is strongly recommended that a parent chair the committee. This will be particularly helpful when the committee recommendations go to the school district's governing board.
3. *Conduct a needs assessment.* Seek the opinions of as many community members as possible. Not only will the committee be aided in determining what is needed, but support for the implementation of the program will be shown. A number of techniques can be employed. A simple mail survey has the potential of reaching more people; however, it lacks the personal touch.
4. *Upon completion of the needs-identification process, proceed to the curriculum developmental process.* Do not reinvent the wheel. If a very successful program is already in use, perhaps a simple modification would be more appropriate and more acceptable to the instructor and the board of education. If it does not exist, a more comprehensive curriculum may be needed.

   In the curriculum modification or developmental process one should assess the present instructional program outlines for possible inclusion in family life education concepts, establish objectives, select and organize the content material, review and select available resources, select instructors and determine what in-service training needs exist.

   In this process use district resources by utilizing the experts within the district such as curriculum and resource specialists. Not only is needed expertise provided but the process is strengthened.

   Also be specific in detailing the subject matter to be presented. Avoid using broad, general terminology. As previously stated, the board of education and superintendents, as well as principals need complete information.
5. *Arrange a meeting with the superintendent or her/his designee to review the program or curriculum module developed.* Make revisions or modifications as recommended. Superintendents are closely attuned to their respective boards of education.
6. *Prepare a presentation.* The written material should be specific and complete. The presentation should address the issues identified in the needs assessment. The presentation can best be done by a few well-informed, articulate individuals.
7. *Review the presentation with the superintendent.* The superintendent is keenly aware of the most successful methods of presenting materials to the board of education.
8. *Have the program placed on the board's agenda.* Timing may be critical to the cause. Accept the superintendent's recommendation on when to make the presentation.
9. *Be well-represented at the meeting.* Have enough support to indicate that the program is not the product of a few crusaders. Make it as representative of the community as possible. Boards of education and district administration will not be receptive to the manipulation of a few and will, in all probability, react very negatively to pressure tactics.
10. *Organize parent-information meetings.* It is necessary to initiate day and night meetings to present the complete approved program to parents. Course content, materials, audiovisual aids and textbooks should be available for parent review. Parents should be given easy access to all materials for review.
11. *Initiate the program into the curriculum.*
12. *Develop evaluation techniques.* When this model is followed family life education curriculum will be most effectively introduced as acceptable curriculum.

Selection of Curriculum Materials. A very sensitive area in the development of family life education curriculum is the selection of resource materials. It is quite common to find either state departments of education suggesting, or states mandating through legislation that all curriculum materials including books, films, and other materials be open to a parental-review committee. It is also suggested in many cases that the parents and guardians of students receive with a copy of the

curriculum in family life education, a listing of instructional materials to be used with the students. New Jersey legislation requires districts to "make available for review in each school the complete curriculum and all instructional materials prior to use in the class room. Upon the request of parents and guardians the material shall be made available for their review."[8]

Selection of family life education materials is a major concern for family life educators. As has been stated, there is a wide variety of materials available representing commercial, not-for-profit and self-developed resources (a limited survey indicated that 85% of schools use commercially prepared material). It is important then for the family life educator to have criteria for evaluating the numerous family life education materials in existence.

In an article entitled, "Criteria for the Evaluation of Family Life Education Materials," Mildred Barnes Griggs, immediate past president of the American Home Economics Association and Professor in the Division of Home Economics Education, University of Illinois, details ways of evaluating materials. Because this is such a crucial issue for the family life educator, her article is included in its entirety.

Criteria for the Evaluation of Family Life Education Materials*

by MILDRED BARNES GRIGGS[9]

Family life educators rely heavily on printed and audio-visual materials as instructional aides. This article is designed to provide some guidance to educators who are selecting education materials. It discusses some criteria that can be used to determine whether family life education materials are biased, inaccurate, or appropriate for certain learners. Research findings and literature related to these topics are reviewed. Lists of criteria for selecting materials are provided to assist teachers.

Educators use a variety of teaching materials to enhance the quality of instruction and help students learn specific content. Text-books are the most frequently used teaching material. Workbooks, manuals, films, film-strips, records, pamphlets, and posters are generally used to supplement the content in textbooks. Teachers sometimes consult curriculum guides and other sources of information designed to aid in planning.

Whether or not the materials do enhance the instruction is dependent on the quality of the materials. Three important questions for teachers to consider are: (a) Are the materials biased? (b) Is the content accurate? and (c) Is the material appropriate for the learners?

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Key Concepts: family life education, information sources, materials assessment, research evaluation.

(Reprinted by permission. See Reference 9 p. 42.) *(Family Relations,* 1981, 30,549-555.)

This article focuses on some particular ways that the content of family life education materials can be biased or inaccurate and criteria that can be used to evaluate materials. It also directs teachers to some reputable sources of information about new family life education resources.

Bias in Education Materials

Family life education materials may be biased because they fail to include information on family members or they contain biased or stereotyped information. Educators need to be particularly alert to the possibility of using materials that lead students to draw false conclusions about families and family members. Materials can be evaluated for bias by determining, when appropriate, if the content

1. reflects family members of all ages;
2. portrays non-sexist roles for family members;
3. includes information about families of different racial, ethnic and cultural groups;
4. recognizes the uniqueness of individuals and families regardless of age, sex, race,

ethnicity, cultural and socioeconomic backgrounds;
5. recognizes that composition of families varies; and,
6. is based on contemporary research.

Age Bias

Educators need to determine whether the materials include content, when appropriate, on family members of all ages and that the content does not contain age related stereotypes. Content on older family members and teenage family members is probably more frequently biased than that on other age groups.

For example, Dressel and Avant (1978) analyzed the content of 12 introductory family life education textbooks that were sociological in orientation and presented a survey of the family field. Based on this analysis, the authors concluded that only six, half of the books reviewed, were adequate in their treatment of older family members.

The textbooks were analyzed according to the following questions (p. 428):

1. How does the author define the family and what functions are attributed to it?
2. Does the author include older families and older family members in the survey of the family field? If so, what is the context of that discussion, and how adequate is its content?
3. Are there sections of the text which exclude older families and older family members in which inclusion seems appropriate?
4. As a whole, how adequately does the author treat the aged in the text?

Authors often present biased content when they attempt to attribute the same characteristics, problems, interests, abilities, needs, and behaviors to all persons within any age group. Individuality of family members within age groups needs to be recognized.

Sex Bias

The language and behavioral expectations of authors can create sex bias. Family life education materials can be biased in the sex roles projected for family members or by advocating certain types of behavior for persons because of their sex.

Melnick (1977, p. 62) emphasized that in our society sexism is manifested in (a) the vocabulary of the language, either by denotation or connotation, and (b) in the language structure, especially by pronouns and suffixes. Melnick (p. 61) defined sexist language as "any language that expresses stereotyped attitudes and expectations or assumes the inherent superiority of one sex over the other." The language of family life education materials can be sexist.

This "ideal family" structure is achieved by few in our society. Some families reject this structure for a variety of reasons. The ideal family structure for any given family is probably the one that promotes wholesome growth and development of its members. Using this criterion, ideal family structures vary and this should be acknowledged by family life educators.

Some of the other ways in which sexism is reflected in educational materials are: the extent to which males and females are presented in pictures and illustrations; the roles portrayed by the subjects in the pictures; and the stated or implied assumptions about interest, abilities, goals, aspirations, standards, careers and roles within the family and society based on one's sex.

It often takes more than a cursory look at the materials to determine if they are sex stereotyped. Often there is disparity between the sexual references in the printed text and the illustrations. Sadker and Sadker (1979, p. 39) reported many sex-fair illustrations set in male-oriented books.

Race and Culture

Family life education materials should reflect the racial, ethnic, and cultural plurality of society. The content should be accurate and free of bias and stereotypes.

Research shows that minorities are frequently stereotyped in education materials (Blyer, Note 1; Carlsen, 1969; Sadker & Sadker, 1979). Stereotypes occur when an author attempts to generalize information to all members of a race or cultural group. There are differences within minority groups just as there are differences between groups.

The authors of family life education materials frequently use research studies as sources of information. This has sometimes led to a biased treatment of minority families in family life education materials because researchers have tended to study lower socio-economic populations (Rubin, 1978; Scott & McKenry, 1977). For example, Rubin (1978, p. 39) said, "The prevalence of research on Blacks who are not representative of the larger Black community has created a distortion in some of the available

teaching materials used by family life educators. This is particularly evident in the frequent reference to matriarchal themes in explaining male-female relationships. Recognition of these limitations should serve as a guide to search for more representative resources in order that greater accuracy in portraying black family life can be achieved."

Scott and McKenry (1977) indicated that there is a biased and stereotyped image of black youth in literature on families. Most of the research conducted on black youth is related to the problems of low-income adolescents and often tends to be generalized to all black adolescents.

Family life education writers often are not committed to the importance of multicultural education. Multicultural education is based on the premise that behavior patterns within cultural groups are determined by complex and varied sets of coherent values, motives, attitudes, and attributes. Three of its goals are; (a) recognizing and prizing diversity; (b) developing greater understanding of other cultural patterns; and (c) respecting individuals of all cultures (Grant, 1977).

In summary, materials need to be studied to determine whether the treatment of special groups is unbiased. The content can be integrated into the text of the material or presented in special sections as appropriate. The evaluation criteria applied should be based on the intent of the materials.

Assessing the General Quality of Family Life Education Materials

There are a variety of family life education materials on the market. Educators need to be certain that the materials they use contain accurate information. Ridenour (1979) listed the following as qualities to look for when assessing material:

Substance

Does the material say something important or significant? Does it have some depth, some solid thought behind it, and some claim to professionalism?

Validity

Is the information supported by research? Does it contain any inaccuracies or distortions? Does it misrepresent presently known facts, oversimplify ideas, or jump to a conclusion on insufficient evidence?

Balance

Are there any extreme statements, exaggerations, half-truths or significant omissions in the material? Does it contain generalizations that need to be qualified in order to be accurate?

Authority

Is there evidence of any kind of authority associated with the material? Is the author named? Who is the author? What is the author's training or specialization? Are any education degrees indicated? Is there an organization promoting the material? Is the organization qualified in the field? Does the material come from a commercial publisher? Is there other evidence of authority associated with it?

Integrity

Does the material reflect the educational standards of honesty, accuracy, and soundness? Is it designed to teach? Does it have an educational purpose?

The primary purpose for using education materials is to transmit information. The educator has to determine whether the information is worthy of being transmitted. The cost of the material is not necessarily an indication of quality. The source of the material may be a better indication of quality; however, even that is not always absolute. Therefore, educators must use some criteria to make a careful and knowledgeable selection of materials.

Selecting Appropriate Family Life Education Materials

Some primary factors in determining whether material is appropriate are the characteristics of the learners, the purpose for using the material, and the characteristics of the material. The following is a discussion of some points relative to these factors for educators to consider.

Characteristics of the Learners

Who are the learners and what are their ability levels and interest? Are the learners elementary, junior high/middle school, high school or adult level? What are their reading levels and interests? What are their real life experiences? What are their accepted moral and family values? What type of materials do the learners prefer using?

Family life education materials should be as closely related to the needs, interests and abilities of the learners as possible. The content

should challenge the learners intellectually, yet not be too difficult for them to master significant portions of it.

Purpose for Using the Materials

Family life education materials can be used to achieve a variety of educational objectives. They can be selected to achieve cognitive and/or affective objectives. That is, materials may be chosen to help students acquire increased knowledge or to have some impact on students' values, attitudes, behavior, or opinions. Certain kinds of materials may be useful for helping students achieve lower levels of cognition (memorization of facts). Others may be more useful for achieving higher levels of cognition (application, analysis, synthesis, evaluation). For example, Jensen, Brady, & Burr (1979) and Osmond (1979) found that students learned to apply theoretical ideas through the use of simulation, games, and workbooks.

Characteristics of the Materials

Materials may differ according to level of difficulty and form. The difficulty level is related to vocabulary and form. Students are likely to read and use materials that are suited to their ability level and learning style.

Ability levels in any given classroom may vary considerably. In family life education classes the ability to read is very important because many of the materials are in printed form. Therefore, a criterion to consider is how readable are printed family life materials. Readability is a concept used to indicate (a) ease of reading as related to the interest-value or the pleasantness of writing, and (b) ease of understanding or comprehension due to the style of writing (Klare, 1963). There are several readability formulas that can be used to predict the reading level or difficulty level of materials. Klare indicated that the Flesch Reading Ease formula has the advantage of being the one most often used and the one on which the most research data are available.

See Abrams Dowling (1979) for instructions on the use of the Flesch Reading Ease formula. They used this formula to determine the readability score of 50 parenting books.

If the other qualities of the material available to be considered are equally high, the family life educator may want to use readability as the factor in making the selection. If students can read and comprehend the written materials, their motivation to learn may be increased.

Family life education materials are available in a variety of printed, audio and visual forms and formats. Some forms may be more stimulating to students than others. Spitze (1979) indicated three criteria that may be used to determine the form that will promote the greatest amount of learning. They are:

1. Does it require some active participation of students?
2. Is it concrete or to some extent related to reality?
3. Does it promote personal interest or ego involvement of the student?

Additional characteristics to consider are: whether use of the material requires additional equipment; whether special conditions are required for using them; whether they can be handled and used at convenient times by the learners; and, how quickly the material is likely to become outdated.

There are many sources of recommended family life education materials. Few sources take all of the factors discussed in this paper into consideration when making recommendations. They tend to use specific criteria as bases for their evaluation or recommendations. The ultimate responsibility for determining which criteria are most important for a given piece of material lies with the teacher.

Sources of Evaluative Information on Teaching Materials

The National Council of Family Relations (NCFR) sponsors an annual film and filmstrip awards competition. The awards are presented for films in various categories of family life education. The reviewers include media and subject matter specialists. The ratings, content, annotations, source, length, reviewing time, and rental and purchase price for the films and filmstrips are published annually in the first issue of *Family Relations* (formerly *The Family Coordinator)* each year.

The NCFR also prepares an annotated list of contemporary family life education materials. These evaluative annotations are written by specialists and are generally published in the first, second, and third issues of each volume of *Family Relations*.

The Mental Health Materials Center, Marquis Academic Media, 200 East Ohio Street, Chicago, Illinois, 60611, publishes *The Selective Guide to Publications for Mental Health and Family Life Education* and the *Selective Guide*

to Audio-visuals for Mental Health and Family Life Education. These guides are published yearly and may be available in public libraries and, therefore, accessible to most teachers. The guides contain the title and publisher of the material, information about the audience for whom it is intended, ordering information, a summary, evaluation, suggested use, and excerpts of content.

Family life professionals have also published books which contain the names of recommended books and materials. One disadvantage in using these books as a source of information is that they are not updated annually to provide contemporary references.

Lists of Criteria for Evaluating Family Life Education Material

A variety of criteria for evaluating family life education materials have been presented in this article. The author has compiled them into the following list that can be used by educators when selecting materials.

1. Is the content accurate?
2. Is the writing clear?
3. Is the tone nonjudgmental?
4. Is the content organized in a logical way?
5. Is it interesting and sufficiently challenging enough to motivate learners?
6. Does the material aid in the achievement of the learning objectives?
7. Is the material better than the material presently being used?
8. Is the format attractive and appealing?
9. Is the material sexist, racist, or culturally biased?
10. Is the material appropriate for the intended learners?
11. Does the material require active learner participation?
12. Does the material reflect various stages of family life?
13. Does the material recognize a variety of family structures?
14. Does the material acknowledge the changing roles of family members?
15. Is it convenient to use?
16. Is the material worth the costs?

Many other lists are available also. Some, such as Rosenberg's (1973) "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials," are designed to evaluate for specific content.

Rinne (1974) prepared a checklist that is designed specifically to evaluate human relations materials. That checklist contains the following criteria:

1. The materials must require the student to perform a task.
2. The material must insure that the student experiences consequences from his or her behavior.
3. The consequences of behavior must be seen by the student in the context of a larger concept or model of interaction.
4. The materials should allow the student to repeat the experience when appropriate.
5. The materials must allow students to protect themselves from undue threat and emotional pain.
6. The materials should encourage students to relate their classroom behavior to real world constraints.

Spitze (1979) prepared a list of criteria to evaluate education games. Her criteria are:

1. Does winning require knowledge rather than luck?
2. Do players have to make decisions? Does playing the game require high levels of cognitive behavior?
3. Does the amount of learning justify the time required? Does the game become more important than learning?
4. Is the game complicated enough to be interesting and challenging but simple enough for the rules to be understood quickly? Are the directions clear and concise?
5. Is the game flexible in terms of time required to play, number of students who can participate, age, and ability level of students who can benefit from and enjoy playing it? Can one person play it as a game of solitaire?
6. Does the competition remain friendly? Can teams play?
7. Will the game last? If a piece is lost, can it still be played? Can lost parts be replaced?
8. Can students play and learn with a minimum of teacher involvement?
9. Is the game attractive enough to generate student interest?

Others, like Warming and Baber's (1980) "Touchstones for Textbook Selection Inventory," use a scale with numeric values or descriptive statements to rate books on the criteria listed.

Warming and Baber's list of criteria are rated on a scale from 1-5 with values ranging from excellent to inadequate. Their list of criteria contain some that are on the list suggested by the author; however, it also contains some additional ones that may be useful. They are:

1. Appropriate readability level.
2. Author(s) reputable in field.
3. Indicates successful field-testing of text and assessment instruments.
4. Published by reputable firm.
5. Table of contents exhibits logical development of subject.
6. Defines difficult/important ideas and vocabulary in context or in a glossary.
7. Contains visual illustrations of key concepts.
8. Provides chapter objectives.
9. Provides chapter summaries.
10. Provides for concrete application of abstract concepts.
11. Recommends resources and research projects.
12. Suggests alternative resources for students experiencing difficulty.
13. Provides teacher's guide or manual
14. Provides for assessment of instructional objectives.

These lists represent some of the criteria that can be used to evaluate a variety of teaching materials. They do not exhaust all the possible criteria that one could use because some criteria may be unique to particular communities, for example, the mores and folkways that determine what is acceptable within a given school district of community. They are useful tools and can give some direction for educators.

Summary

There are a number of criteria that can be used to evaluate family life education materials. It is not conceivable that any of the material will meet all of the possible criteria; however, some criteria are more critical than others. The teacher is the judge of what criteria are most critical and will be applied in a given situation.

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Curriculum for Special Education Students. An adapted teaching and curriculum approach has been developed by Paul Gandt for students in the Medford, Oregon Senior High School whose test results reflect I.Q.'s that are in the 50–70 range. This adaptation includes an elaborate program of 50 student aides who assist in the one-to-one tutoring of the basic students and in teaching the class. The students in the basic program typically work with the family life education instructor in three or four other subjects. They remain in the program longer than the usual student. Thus this teacher's relationship to his students is particularly close and involved and therefore opens the possibility for him to relate to students about highly personal matters.

These students have the same curriculum and practical experience in the nursery school as do other students. The content is taught by the use of an historical model in which all topics are discussed around a particular historical family model. For example, the course begins with a description of a typical American family in the period 1900—1925, moves on to the nuclear family, the childless family, the single parent family, the communal family, the blended family and finally a discussion as to student preference for family style. This model is viewed as a convenient way in which to discuss and desensitize such topics as birth control, abortion, divorce, drugs and alcohol, etc. The model then covers social behavior and personality, planned parenthood and special educational topics such as food preparation, budgeting, and management of resources.

Educational Strategies

Experiential Methodology. Family life education, as I have indicated, is basically an attempt to impart knowledge and develop skills which will enhance students' abilities to function as responsible persons and family members. Under this broad definition it is quite obvious that most family life education programs use experiential education as their major educational methodology; most programs attempt to affect the internalization of content and move students beyond content to behaviors.

While most family life educators seem to use experiential learning/teaching methodology and techniques their effectiveness in teaching students skills has been questioned. I will address this issue later under the heading "Skill Training."

In experiential education, family life educators know well the importance of blending cognitive and affective approaches to education. This process quite often moves from lecture to observation and/or participation and from deduction to induction.

Two techniques seem to be held in common by most family life educators in approaching their classes. The first is to raise questions and get students involved in asking questions of their own. The second is to help students draw their own conclusions and state them clearly. Using these techniques, they lead the students through verbal, visual, simulated, and direct educational experiences.

Family life educators operate from the assumption that their students come to them with various mental images of family life (which are open to revision) derived from experiences. In revising these images (sometimes referred to as concepts) family life educators move students from abstract understanding, believing, feeling, to concretely identifying, describing, demonstrating, comparing, selecting, and stating.

Teachable Moments. The evidence of "teachable moments" is another important educational dynamic which many family life educators value. "Teachable moments" exist at two levels. The first is when students can best absorb information at a particular developmental phase. Family life education programs need to be designed to address a student's needs, curiosity, and ability to understand at any particular grade/age. The second and equally important teachable moment occurs when a student involved in a grade/age appropriate program raises an issue or questions a statement. At this point the instructor must be sensitive to what the student is saying or asking and respond appropriately. If educators fail to listen to students the quality of interaction is likely to diminish.

Repetition. Repetition, according to the Charlotte-Mecklenburg Schools, is important because students may be at different levels of receptivity with any particular developmental phase. Repetition provides opportunities for students to absorb what they need to know within differing developmental phases.

Student Self-esteem. Innovative and outstanding programs include student self-esteem as primarily important in family life education. It is generally understood that self-esteem is the key to the student's motivation and the extent to which she/he accepts responsibility for her/his own behavior. Students with high self-esteem are open to risk,

involvement and learning. On the other hand, a student with low self-esteem is defensive, avoids involvement and is easily frustrated.

Helping students to acquire self-esteem is no small matter for family life educators. They must encourage self-understanding; reinforce positive self-concepts; allow students to have relative control over their environment; help them acquire realistic expectations; join them in developing a sense of sharing on a feeling level; and by example, accept students in their dual roles as individuals and members of a group. It is equally important for family life educators to understand that each student's moral code is unique.

Most family life education programs, according to our research, incorporate these important steps to raise student self-esteem.

Examples of the importance of student self-esteem are reflected in the innovative and outstanding programs.

Example

In Stewart School, Salina, Kansas, the sixth grade class is involved in an exercise called a decision tree. Each child makes a commitment to help out at home and writes her/his task on a leaf of a tree. When the student has completed the task she/he turns the leaf over and receives a "hug award" from the teacher.

Example

In the Winston Churchill High School in Eugene, Oregon, one student who was working in a day-care center as part of the family life education course reflected on the positive reinforcement attitude of the teachers. "I always feel good when I do something right because the staff teachers praise us."

Example

In another school, Medford Senior High, Medford, Oregon, the importance of affective educational approach is evident in a student's evaluation of what happens when students work with nursery children. "There is a gradual breakdown of feelings . . . from defensiveness to gradual sharing of feelings."

There are many other such examples of the sensitivity of family life educators to educational strategies. These include a blending of cognitive components of education with the concern for student self-esteem—all within the context of experiential education.

Experiential Techniques. Some of the experiential techniques used by the fourteen innovative and outstanding programs researched by the National Academy for Families include, group process, lifestyle labs, field trips, theater, bibliotherapy, volunteer work in nursery day care with kindergarten children, and in nursing homes, using objects to represent children, utilizing a museum facility for hands-on learning, and individual one-to-one relationships.

The following exemplifies varied school programs using experiential education to achieve family life education objectives.

Example

A group process is used by the Staples High School in Westport, Connecticut. The students sit in a circle on the floor and are then divided into units of two or three persons for working sessions. Each group must respect four rules: everyone who attends class must participate; no "killer statements" or put-downs are allowed; everyone has the option to pass; and students must use "I" statements whenever possible. There is a very creative use of current media (pop, music, films, etc.) to illustrate the topics being taught. Team teachers function as groups leaders enabling the group to function and learn from its own membership.

Example

The Cyesis program for teen-age girls in Sarasota, Florida, provides its students with a laboratory experience in participation with a day-care center connected with a vocational/technical high school. In this experience the pregnant girls learn how to bathe a baby and why nutritional standards are important. They also learn to play with babies and the importance of caring. This is all done under the watchful eye of an infant care specialist (at present a registered nurse). After their own deliveries they learn to care for their own children in the same laboratory experience.

Example

Plants are used in the senior high program on marriage and the family at the Glastonbury High School in Glastonbury, Connecticut. The Senior elective course deals with the developmental, historical, cultural, and practical aspects of family life. The students are given plants (children) for whom they are responsible during the semester. The plants accompany the students everywhere (even to

football practice) and set the tone for the discussions on human growth, development and child care.

Example

In the Charlotte-Mecklenburg Schools, Charlotte, North Carolina, the Charlotte Museum serves as a resource center for the public schools. The programs aim to supplement and enrich the ongoing school program thorugh media, displays, classes, and special programs. There is a cooperative partnership through which the museum staff receives salaries from the board of education and the materials on housing are financed by the museum.

Children come to the museum several times during the year to take advantage of particular displays and facilities. Such facilities include several life-size models of the human body, models of human reproduction, live animal exhibits, a homemaking center in which demonstration of home craft skills are utilized, an auditorium for presentations, and several areas within the museum where students can touch and feel in order to learn the subject more effectively.

Example

A question box is used by Jackson Junior High in Champlin, Minnesota, to allow students to raise questions anonymously about sexuality. One educator states that the box is always full and provides the core of the course content. Since the class contains both males and females, both sides of the issues are heard and greater mutual understanding is achieved.

Example

Community resource persons, most of whom are teachers, are used by the Stewart School in Salina, Kansas. For example, the librarian, the mother of an adopted child with multiple physical handicaps, discusses her experiences as the parent of an adopted child. Another discusses his role as an adopted child while still others share their experiences as members of families in which alcoholism or other similar problems exist.

The librarian, a believer in "bibliotherapy," coordinates materials with classroom discussions. A unique component of this program is that the teachers get to know each child and therefore are able to recommend appropriate materials to students who may be facing problems.

Example

Interviewing is a technique used by Central High School in Bay City, Michigan. The interviewing process is part of the lifestyle labs designed by Mrs. Carolyn Purgraski, founder of the family life education program at Central High. This unique approach to family life education has received national recognition and was featured as a leader at the American Home Economics Association meeting in Milwaukee, Wisconsin. At this meeting, Mrs. Purgraski also discussed sorting out money values.

Part of her design involves a process in which consultants, who are usually family members and community leaders are invited to be part of the classroom learning. The students are taught to ask questions of the consultants, the answers to which will help them understand those things they will need to know about life management.

The students are responsible for visiting the consultants, interviewing them, drawing conclusions and applying those conclusions to their own life situations.

The students are taught interviewing skills, are involved in interviewing one or two consultants per week and are totally responsible for classroom interviews. They use interview sheets and evaluate their own performance. They earn credits by asking questions and taking notes during the discussion. Following the interview the students decide which one of the interviews they would like to discuss in depth.

The students are able to control the entire process and educators intervene only when assistance is necessary. Through this process students are exposed to and participate in "living textbooks."

Example

In Eugene, Oregon the Winston Churchill High School offers hands-on education in child care for students at the high school level. The school altered its original nursery-care program to a day-care program since day-care children require ten hours of attention that includes naps and meals. This made it a more effective model.

The students work in and staff the center under the supervision of one of the home economics teachers and concurrently attend classes in exploring childhood and child-care training. Upon the completion of these requirements, students are paid for fifteen hours of work per week in the center.

One young male student, in assessing his involvement in this program said, "At first my parents thought that it was baby sitting and they thought

that I should take auto mechanics. Now they see I have learned so much, I respect my mother so much. This course helps family ties because I have learned to respect myself and others."

Along with learning about child care, the students are building self-esteem in this program. A male student who described himself as shy said, "Going into the classroom has made me more open. Since I have to open up there, I now talk to the kids (meaning his peers). I am more outgoing. I am needed. I have something I can do. I learned that it is not a crime to talk to people . . . to be more open. It helped me work on myself . . . to work on my self-esteem."

And finally one student said, "The staff treats us like adults so we act like adults."

Example

A school in Las Cruces New Mexico offers a variety of courses and corresponding experiential opportunities.

One such course open to seniors is a full-term course on "doing a marriage." The first nine weeks is a theory course followed by experiential involvement and reflection.

Other adaptations of the Las Cruces program involve sequences on gerontology and child care. In both courses, students work in off-campus sites and earn credit.

The students in the aging sequence work in a nursing home.

The child-care students work in the public schools. Level one students work two hours twice weekly with kindergarten children. Level-two students work as aides in grades one through six for a total of seventeen weeks. To participate in either course, students must pass a one-semester course in child development.

Of the child-care program it has been said it is a "big self-image booster."

In its emphasis on independent living, another approach by this Las Cruces school is to help students prepare a budget and work within the limitations of that budget in all other areas of the class.

Example

An extended use of community resource personnel, field trips, a hands-on experience in an off-campus nursery school site and a wide range of curricula for family life education characterizes the family life program of the Medford Senior High School in Medford, Oregon. Student response is very affirmative and includes statements such as, "That's the best class I've ever had in high school." Their reactions also reflect significant development in identifying and accepting feelings.

Example

Discussion and experience-oriented courses are primary to the Riverdale High School in Fort Myers, Florida. The ninth-grade students begin courses in self-understanding and move into subjects of drugs, sexuality, first aid, nutrition or any others raised by the students.

Grades ten through twelve cover the choice of a mate, a pretend wedding, financial research and planning, planned parenthood, carrying an egg as if it were a fragile new child, the first five years of a child's life, desirable qualities of family life and parenting.

They also pursue studies of preventive medicine, lifestyles and eventually a study of death and dying. The program begins with individual class needs based upon pre-testing, discussion and counseling, and includes field trips, guest speakers, and other techniques. The course functions on the basis of acceptance and mutual respect. Trust building is a major part of the thirty-person classes.

To illustrate the Riverdale High School educational approach, here is a representative session. In the midst of a lively discussion of how babies learn to live and why teenagers get pregnant (one class member had a seven-month old child) the mother of a sixteen year old boy who had begun the semester with a rebellious attitude arrived with the boy's eight-month old nephew. Earlier, the boy had sought permission for his mother to bring this baby to the class session and to attend the discussion on babies. Questions from the teacher regarding chores and schedules revealed the grandmother cares for the baby while his eighteen-year old mother is at work. It was also pointed out that this young mother has to begin her day at 5:30 a.m. in order to prepare the baby's formula, feed him, and do the laundry before leaving for work; at the end of her work day she resumes caring for her child.

Questions on division of responsibilities and diet were interspersed with baby noises as he crawled about the floor until his uncle picked him up to play with him and to give him his bottle. This enlightening question and answers period gave the class much insight into what it is like to be a young, single mother and on the great need for families to support each other. They were also able to see loving and caring first hand.

The class also heard from the grandmother how she had separated from her husband of twenty-four years because of his drinking and abuse of the chil-

dren. She told of her return to Florida with her eight children and of the ensuing two-year struggle and determination to keep her family together. While she passed pictures of her eight children among the members of the class, her young son told how difficult it was for him to leave his father because of his fondness for both parents. Although her story was not uncommon, it was a moving and simple account told without a trace of self-pity.

All too soon for everyone the class was over. The sharing of thoughts and experiences in this very productive workshop made it clear to observers that this class was a laboratory for facing reality, weighing values, and accepting the consequences of one's decisions.

Near the beginning of the class discussion on responsibilities of teen parenting, one boy said, "If you're ready to play, you've got to be ready to pay." At the close of that discussion they faced a woman who said, "All I have to give my children is my time and I expect them to be ready to give theirs to make a good family."

Betty Harmon who initiated and implements this important course was elected Best Teacher of the Year in Fort Myers.

These then are some of the ways innovative and outstanding programs use experiential education in family life education.

Skills Training. In the beginning of this section the importance of experiential education with its blending of cognitive and effective components of education was affirmed, followed by a critique that pointed out a weakness in skills training. A vital question in family life education and from my observation, one which should be raised of these programs is whether or not students are being aided in transferring the knowledge they receive in family life education into skills for productive family living. David Mace (1981), says it this way, "Students must also be trained to *use* knowledge they have received, by the acquisition of *skills*. This is the essential difference between the classroom and the laboratory. A clear distinction must be made between *learning for knowing* and *learning for doing*. In our particular field the distinction is better expressed as *learning for knowing* and *learning for living*. As family life educators, therefore, we have to ask ourselves how students make the transition from the classroom, where they learn to *know*, to the more private environment in which they *live*."[10]

Mace traces the process of transition through reception of information from which we make a selection on the basis of what we might find useful. This is called knowledge. From knowledge we again extract insight which is defined as "a selected piece of knowledge which I apply to my own personal life because it looks as if it could have special value for me." Insight, in and of itself, does not guarantee change. From insight and through the process of exploring the effect of implementing insight, we eventually move to experimental action. If the experimental action is rewarding we may reinforce the action by acting again. If we have enough reinforcement and, if the experimental action continues to be successful through repetition, then we will develop a commitment to change.[11]

While on the surface this appears to be a complete educational process, Mace warns that in family life education commitment to change is difficult because persons must act in concert with other persons. Unless there is a great deal of mutuality shared in the developmental process of education according to Mace, the process may be slowed or stopped by any member in the family system.[12]

While experiential education takes the student in the direction of commitment to growth, family life educators may not have concentrated enough on teaching skills which promote and reinforce action. We have relied on experiential education as an effective educational method but have not done enough in the area of skills training for behavioral change.

Bernard Guerney, Jr. and Louise F. Guerney, suggest that the family life educator (even when using experiential education) has dealt mainly in knowledge and attitudes/values but not in behavior.

> To clarify this, we need to make a distinction between teaching content and attitudes/values through experiential learning on the one hand, and actually teaching behaviors on the other. Family life educators do frequently engage in experiential teaching. That is, they direct the student's behavioral experiences to help transmit knowledge to students. This knowledge may, in turn, influence students' future behaviors to a limited extent. But seldom do family life educators directly teach new behaviors as such.
>
> To clarify this distinction, let us take as an example a fifth grade teacher who wants to teach "what we need to help us grow in our relations with people." She might choose a non-experiential teaching method by listing those qualities and behaviors which she believed would help to accomplish this purpose and explain the reasons for her belief to the students. This would be a *non-experiential* approach. More typically, she might take a *quasi-experiential* approach and

"have each pupil make a list of the basic requirements for effective interpersonal relationships; that is, friendliness, respect, interest, responsibility, enjoyment, acceptance and others" (Schulz & Williams, 1968). Rarely, she might ask pairs of students to carry on a discussion about an interpersonal decision or problem one of the pair had had to deal with or is now facing. After the pair finish the discussion, the children who discussed their own problems or decisions might be asked what kinds of things the other person said or did which they felt did or did not help them with their decision or problem and/or which made or did not make them feel good about themselves and about the other person. That would be experiential teaching. But it would still be dealing entirely with content. The object would have been to have them *understand* through their own actual experience the nature of growth-inducing interpersonal behaviors.

In contrast, the teaching of *behavior* would not even have begun at that point. To teach behavior, the teacher would first of all need to transform such knowledge into clearly defined behavioral prescriptions for growth-inducing, relationship-building interpersonal attitudes and behaviors. For example, "(a) Look at the other person who is talking to you; (b) think hard about what *they* are thinking and feeling instead of about your own ideas and reactions; (c) do things like nodding your head to show that you are interested and following what they are saying; (d) show them that you understand and respect their ideas and feelings by restating their thoughts and feelings in your own words in an accepting tone; (e) before you give the other person your reactions, ask whether they want to hear them yet."

The teacher would then proceed to *explain* the rationale for the behaviors and to *demonstrate* such behaviors for the students. She would then, through role-playing and/or real interactions, have the students practice such behaviors with her and with each other. As they did so, she would provide *reinforcement* and *constructive feedback* in which, when necessary, she would restate the pertinent behavioral prescriptions and demonstrate improved responses through modeling to help the students learn. She would provide *behavioral rehearsal* through role-playing in the classroom and provide reinforcement and corrective feedback for *home assignments* as a means of helping the students generalize and maintain these skills in their lives outside the classroom. That is what we mean by teaching behavior, or as we prefer to call it, providing *skill training*.[13]

Personnel

Motivation and Caring. What makes an effective family life educator? I have attempted to answer this question by analyzing the educational personnel involved in the fourteen innovative and outstanding programs of family life education. In doing so one is left with the impression that the most important dynamics reflected in the educators are strong motivation and caring. One director/educator of a senior high program was described as a person who is committed, dynamic, and relates well to adolescents. This seems to describe most teachers in the innovative and outstanding programs.

Comfort Level. In addition to being strongly motivated and caring, most educators were extremely comfortable in teaching family life education. In a report on one program, success for the family life educator was equated with his or her own individual "comfort level."

Two levels of the comfortableness of educators are suggested by the California State Department of Education, "Schools should be encouraged to seek out teachers who are comfortable with the content of the curriculum and who have established rapport with their students."[14]

One suspects that in order to be comfortable with content and students the family life educator must have a clear fix on her/his feelings about topics in the curriculum and a clear understanding of her/his relationship with the students.

Unless family life educators have dealt with their own feelings about both topics and students, they might operate out of misconceptions and attitudes which could jeopardize honest and open communications. If educators have an awareness of their own feelings they will more likely have the sensitivity needed to allow students to deal with their own selfhood and relationships in productive ways.

Perhaps in family life education more than in any other course of study the educator's personality is involved in the learning process. This is a reasonable hypothesis since much of the learning is around the issue of interpersonal relationships. In much of family life education the educator models the curriculum. In fact, according to the "Family Life Education Instruction Guide" of Wilmington, Massachusetts Public Schools, the family life educator should be a "warm and sympathetic person

who can encourage students to bring out into the open all their questions, and who can help them develop humane and responsible attitudes."[15]

> A course in family living, no matter how thorough and enlightened, cannot by itself inculcate a system of values in students. This system develops gradually, shaped by all of a child's experience, and mostly determined by his family life."[16]

It is extremely important for the family life educator to realize that she/he is a part of the child's experience and therefore contributes to the interpersonal development of that child. This is implied in the guide. "A good teacher who is comfortable with his students will be able to help them gain in the understanding of themselves and others, and help them to reinforce and to continue developing a sense of responsibility about *all relationships with other people*."[17] (Italics for emphasis, added by author.) Certainly the family life educator is an important person in the range of a student's relationships.

As an important person within the range of a child's relationships, the Wilmington, Massachusetts educators are encouraged to "act as facilitators—able to exhibit a warmth and sensitivity to all students in the room, such that these students, as individual as they are, will see the teacher accepting and listening to them and creating an atmosphere in which they feel positive and comfortable."[18] Ultimately, the teacher's comfortableness will encourage the comfortableness of the student.

Facilitators. The primary teaching style used by most family life educators in the programs was that of facilitation. As such this style was important to the experiential educational strategy most often used in the courses. As facilitators, the educators encouraged students to be much more involved in their own learning than in the traditional learning method.

In answer to the question, "What does a facilitator do?" Carolyn Purgraski, founder of the family life education program of Central High School of Bay City, Michigan and two colleagues, Marilyn Morales and Elaine Kirkpatrick, state the following in a handbook for professional teachers of home economics entitled, *Sorting Life Out and Getting It Together:*

> A facilitator sees to it that ideas which are presented move along toward solutions.
>
> Once the introductory question or interaction is begun and the student provides in-put, the teacher provides continuing interaction opportunities which use what the students are providing as in-put.
>
> A facilitator turns problems into learning situations by first thinking of problems as learning situations. Keep controversy in the course. Look for it. Welcome it. Use it.
>
> The teacher watches for warning signals, such as the person who always has a negative point of view or uses humor as a constant attention getter or has any habit which takes away the freedom of any class member to learn or participate freely. These habits are not occasional things which Person Rule takes care of. These habits or mannerisms are part of a person's life style way of coping.
>
> Sometimes, if the situation is one that does not need immediate attention, maybe the best way is a personal note put in the student's folder in which you ask for a reply.
>
> If a student brings a restlessness into a classrom, asking the student if s/he would like a short break of doing something else, sometimes works. If possible, it could be out of the classroom for five minutes or so. Take a walk, run an errand, use the library, etc.—use your imagination.
>
> There will probably be many situations you and the class will have to deal with. If the old image of the traditional classroom begins to gnaw away such as:
>
> "How good they are in the next room, so quiet, so soft spoken, so conformist, all giving "lovely" answers, all so agreeable and following directions to the letter . . . ." it's time to give yourself (the teacher) a talking to: LIFE ISN'T THAT WAY—so quiet, so orderly, everything progressing in a planned fashion.
>
> This open-ended style is not easy on the teacher['s] feelings, because it touches where the teacher is really at and shakes a person up.
>
> Uncovering real feelings when examining life as it really is, is apt to make the teacher and class members uneasy now and then. When that happens, you know you've really hit a nerve and are near to some real self awareness. You are learning to live together in the classroom.[19]

We see then that the family life educators were strongly motivated, caring and comfortable with their feelings about students and subjects on a broad spectrum of issues ranging from sexuality to management of resources. The classroom became the real world in which students and educators were interacting in ways that increased the self-esteem of both.

In essence family life educators really enjoyed what they were doing. An impression received from the site reports on the fourteen innovative and outstanding programs is that students seem to be able to detect this quality inasmuch as most courses were well-attended, if not over-subscribed.

Academic Qualifications. Until now I have said nothing of the academic qualification of teachers. A wide range of disciplines are involved in family life education in public schools. Included among the instructors are M.A.'s, M.S.W.'S, B.A.'s, R.N.'s, psychologists, M.D.'s, therapists, librarians, media specialists, home economists, family planners, museum staff, and a wide variety of persons in the community representing many vocations and avocations. But I found no common thread of accreditation or degree levels. One program had five master's degree persons on their staff while other programs involved personnel with basic teaching certificates.

In addressing the question of what are the recognized criteria for parent education teachers, Mary W. Hicks and Joyce W. Williams (1981), provide us with information which might be generally applied to family life education teachers. They write that "Minimum requirements might include: knowledge of the content with which they are dealing and its relation to the other fields of knowledge; the ability to deal effectively with their own feelings and attitudes; the ability to help youth and adults clarify concepts; competency in the field of human relations; and the ability to communicate effectively."[20]

It seems that educators in the innovative and outstanding programs met these criteria but exactly how they gained their expertise is unclear. It may be that they had a high level of personal interest in the content since a large number of them were responsible for initiating the programs. On the other hand, there is indication that the educators have continued to develop along with the programs as they expanded to include other content areas.

The educators who were initially recognized as qualified by local school or state probably selected and secured continuing education on their own. Data indicate that only two programs provided in-service training for their staff. Perhaps the aspect of personal motivation enters here as teachers' personal interest in the subject takes them into the area of new content and skills.

A third program, the Las Cruces, New Mexico program, reported that the program initiator and director, along with one other staff person, spent three weeks in northern England on a teacher exchange program in the Summer of 1982. Two teachers from England were scheduled to visit Las Cruces in the Spring of 1983.

Perhaps the best I can say about qualification and certification of teachers in the innovative and outstanding programs is that the programs themselves reflect high-level competency. I am unclear as to what method(s) were used for continuing education by these educators but their programs reflected such upgrading. The question of continuing education and certification for family life education teachers will be addressed more extensively in Chapter V.

Gender Role Model. While Connecticut and a few other state departments of education say specifically that in order to have a qualified teaching staff one must ". . . take into consideration the need for both male and female role models,"[21] female educators were still most prominent in the fourteen innovative and outstanding programs. The Staple High School in Westport, Connecticut used a team of one male and one female educator in their human sexuality courses. Of course it must be remembered that many of the programs involved community personnel and parents. This initiated more male involvement.

The staff members of the Medford Senior High School in Medford, Oregon seem to reflect the realities of most of the innovative and outstanding programs related to male and female gender models. They agreed it was good to have both male and females as teachers but that a sensitive open person was the most important variable in an effective family life education program. Female and male educators in a team-teaching approach is viewed as preferable but it is even more important to have teachers of either gender who are sensitive and open.

Nebraska is one state which has an interesting variation in terms of role models. The policy from the state board of education in their struggle to identify qualified and competent educators suggests that "only married teachers shall teach courses (in family life education) until such time as adequately trained and educated teachers can be provided."[22] It is evident they feel that educators experienced in the area of marriage are better qualified to teach family life education than are single educators until, at least, there is a clearly identified certification of competency. None of the innovative and out-

standing programs which we surveyed reflected this stance.

Team Teaching. Team teaching, regardless of the gender did not seem to be common in the innovative and outstanding programs. I must be cautious here because the family life educator is functioning in the role of facilitator and as such facilitates interaction of students with a variety of community personnel and parents. It is suspected that it is quite common for students in the innovative and outstanding programs to interact at some point in the curriculum with personnel of both genders.

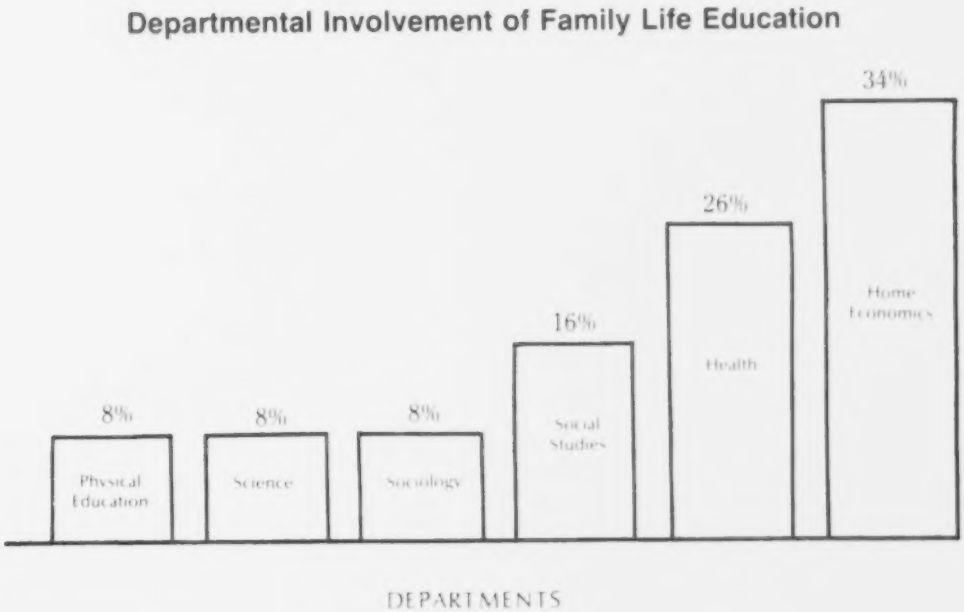
Coeducation

In the fourteen innovative and outstanding programs surveyed, all with the exception of the two alternative schools for pregnant teens, involve both male and female students in the classes. This gender interaction was evidently deemed important in these programs. One example of the importance is illustrated by part of the goal of Jackson Junior High of Champlin, Minnesota. They want to "... teach young men and women that we are more alike than different."[23] Another example relates to the ability to interact with those of the opposite gender and to understand their feelings. A student in the Central High School in Bay City, Michigan said the following, "Our teacher ... makes us role play with a partner ... usually someone of the opposite sex ... and it brings joy to learn how the other person is feeling."[24] It is then our impression that coeducation is viewed as important by most school systems. On the other hand this is not true for all. Using Nebraska again as a contrast, regarding family life education, "such courses, if taught, should be non-coeducational."[25]

Interdepartmental Cooperation

The state and territorial departments of education report that when comparing all departments the single department in which family life education courses are most frequently taught is home economics followed by health education and social studies. Science, physical education, and sociology classes are also utilized in teaching family life education but to a much more limited degree. Biology, anatomy, adult education, elementary education were mentioned as other class settings for family life education.

The following chart reflects the proportional involvement of various departments in family life education:



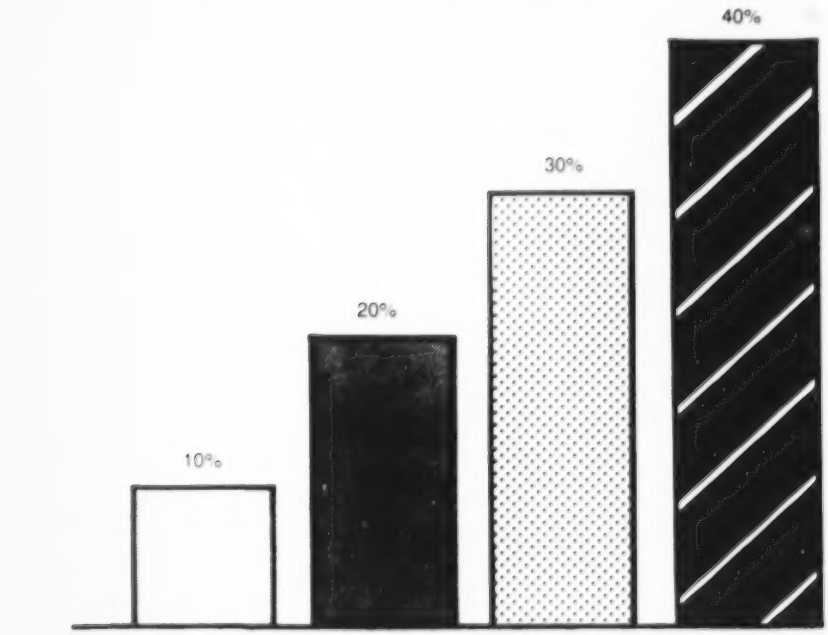
As we look at the analysis of the fourteen innovative and outstanding programs (exempting the two alternative schools and two schools which have a cooperative program without designation under any particular department mostly community-oriented) we see the following:

Home Economics Departments using interdepartmental cooperation equally between Health and Social Studies	40%
Health Education Department exclusively	30%
Health Education Departments with interdepartmental supports from physical education and science	20%
Home Economics Departments exclusively	10%

From this data it is evident that while home economics departments and health departments share equally the responsibility for teaching family life education, the home economics departments are slightly more aggressive in utilizing interdepartmental cooperation by reaching into the health and social studies disciplines. When health departments involve interdepartmental cooperation they most frequently involve physical education and science which are deemed related to the health field.

When I include in the statistics the four other programs originally exempted from the percentages because they were mostly community-oriented, I find that 71% of the innovative and outstanding programs use interdepartmental cooperation while

Departmental Analysis of Family Life Education


40%
30%
20%
10%
Home Economic Departments exclusively
Health Education Departments exclusively
Health Education Departments with interdepartmental supports from Physical Education and Science
Home Economics Departments using interdepartmental cooperation equally between Health and Social Studies

29% are exclusively one-department programs. We must remember, however, that even with this 29% it is fair to assume that a wide variety of community resources including many disciplines are involved at some point in the program. This reinforces the belief that a multidisciplined and interdepartmental cooperation is a detectable and important aspect of the fourteen innovative and outstanding programs and this is certainly a reasonable belief since family life education covers such a broad range of issues.

It may be that at some point in the future schools will have family life education departments which will be able to coordinate courses through various curricula but at present it is clear that home economics and health departments are the pioneering departments in family life education.

Longevity Records

In this final section on the educational particulars found in innovative and outstanding family life education programs, there is a very interesting aspect to longevity. Ninety-three percent of these programs have been in existence five years or longer. Fifty-seven percent of them have been in existence for at least thirteen years.

The program with the longest duration, Las Cruces High School, Las Cruces, New Mexico, has been functioning for twenty years. The most recently developed program has been in existence four years.

It is very likely that the endurance records of these programs may be related to their ability to develop in innovative and outstanding ways. And it is extremely clear that longevity was largely dependent on the program's ability to ensure community acceptance.

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[24]From Site visit Research.

5

CENTRAL ISSUES OF CONCERN

In the surveys of the state and territorial departments of education this question was asked, "In what areas of family life education would you find assistance most helpful to your school system?" In order of their priority, the three most common answers were community acceptance, continuing education for educators, and evaluation of the impact of family life education on students. These three needs are addressed in this chapter.

Section 1
Community Acceptance of Family Life Education

Community Acceptance Issues

Chapter IV (Common Components in Innovative and Outstanding Programs) lists ways and examples of how successful programs achieved community acceptance. Here are some of the strategies that led to success: community representatives and parents were involved in identifying the need for family life education as well as in the development of the program; parents and educators linked with community organizations in formal coalitions; community personnel and parents involved themselves in the educational process and students performed a variety of services for the community.

Apparently these programs surmounted most factors which would have hindered family life education. Some of these obstacles which must be overcome are listed in the New York State Department of Education's "Family Life/Human Sexuality Education—A Program Planning Guide for School District Administrators":[1]

- insecurity by parents regarding values they hold about family
- neglecting to have representation from the beginning from both supportive and opposing interests in the community
- lack of support from administration, school board, staff, parents, and/or community
- basing programs on perceived rather than actual needs
- setting unrealistic goals, objectives and timelines
- lack of understanding of roles and responsibilities on the part of all concerned
- professional conflict/turfdom
- failure to publicize all programs adequately and appropriately

When initiating a family life education program, controversy is to be expected. It is a given. The preceding factors must be overcome to minimize the controversy, even though it will always exist.

Several aspects of controversy should be kept in mind. It has been demonstrated frequently that most parents want their children in family life and human sexuality courses—the dissenters may be vocal but they are in the minority. Failure to allow dissent to be heard or considered can affect program development severely. Everyone must be permitted to state her/his opinions and the most acceptable alternative for all chosen. If consensus is impossible, minority reports should be acknowledged.

"Controversy Cannot Be Avoided, Only Managed," comments Peter Scales.[2] He continues by reporting his research on sex education. "The communities that had comprehensive sex education programs were just as likely to have had controversy as those with less exemplary programs, but they managed it more effectively. . . . In hoping to plan so carefully that there will be no opposition or

disagreement, some communities simply forced delays that created lower morale and commitment among sex education supporters."

Some of Scales' strategies for managing controversy are: 1) identify and express the values that underlie sex education, 2) use small committees rather than mass meetings, 3) vote in school board elections, 4) establish coalitions, 5) adopt policies that support staff and 6) know opposition arguments and rehearse responding to them.[3]

We must move into family life education in full realization that, as the New York Planning Guide states, "it is a highly charged, emotional topic dealing with personal, political, religious, cultural and moral/ethical issues . . . [and that] the key to success is a well-informed constituency [including children and youth] that is actively involved in the development of the program."[4]

Administrative Support

Before we look at a model for achieving this actively involved constituency, we must not overlook another element essential to the development of family life education within a community, administrative support. Most of the innovative and outstanding programs had this support.

According to New York's *Program Planning Guide for School District Administrators*:[5]

"Before attempting to initiate involvement, an administrator should consider the following:

1. Is there interest in the district to develop a program? Can you document the interest?

2. What specific problems currently exist in the district?

3. Is there an increase in the number of pupils who drop out for problems related to pregnancy and/or child care? Is there an increase in the number of pregnancies, single parent families, and cases of child abuse and neglect, especially sexual abuse?

4. Are parents expressing their concerns about the possible sexual activity of their children?

5. Are there related community health and social services available and accessible for students and parents?

6. Are there school resources (manpower, materials, money) available to help you in addressing the problem(s)?

7. Is your community ready and willing to address the problem(s)? If you are not sure, can you at least identify some individuals who could help you in eliciting support?

8. Are the school board members, administrators, teachers, and other school staff interested in such a program? If not, can you stimulate their interest?

9. How many staff members have been trained, or would be willing to be trained to provide FL/HS [family-life/human-sexuality] Education programs?

10. Are students interested and/or concerned? How many? What age/grade levels are represented in the interest group?

11. Are there community agencies or organizations which have expressed interest, concern and willingness to work cooperatively with district staff? Is your district and staff willing to collaborate with them?

12. Will students, parents, and teachers be able to work together on the program and problems?

13. Will the school board support the program?

14. Is the district willing and able to take the time needed to plan, to resolve conflicts, and to build a solid foundation?

The answers to these initial questions should provide enough information for the administrator to determine whether a school district and community are ready to become involved in a program. Problem areas and issues which need to be dealt with to improve the readiness of school and community should be identified. Administrators must:

- select the appropriate staff to become involved
- assist in the formation of a community advisory committee
- support staff in dealing with parents and members of the community
- provide leadership and support staff training needs
- monitor the program to be sure that it is proceeding as planned
- keep up to date on all facets of the program
- anticipate and develop an action plan with the community advisory committee to handle constructive and destructive events."

One superintendent of schools suggested the following model:

"1. Look at the needs of the districts, the concerns and forces involved.

2. Assess support or lack of it. Organize a peer support group from parents, the religious community and the school board.

3. Develop a mental plan of action. Identify key people and their roles. Make judgments about the pace of a program and make a commitment to support the effort.

4. Make a commitment to take time and progress slowly. Accept setbacks.

5. When appropriate, step back and let the community go, serving them as a person.

6. Keep people informed! Do not go undercover, be open!

Successful programs require administrators who have strong leadership skills and play an active role in the development of the program."

While the administrator is a key person in the development of family life education, I deduce from the innovative and outstanding programs that it is not unusual for an educator to be the motivating factor behind an administrator. But the administrator must become involved in a positive manner if the program is to be successful—or at least be supportive.

Eleven Step Guidelines for Community Acceptance

Following is an eleven step model for achieving community acceptance. This model was constructed by my integration and expansion of models from New York,[8] Connecticut,[9] and California[10] in order to formulate a comprehensive approach to securing community acceptance. While there are often quotations directly from these models, for the sake of consistency and continuity no quotation marks are used.

Step 1: Appointment of a School Steering Committee. An in-house steering committee should be designated for the purpose of facilitating communication among school personnel about the family life education program. The members of the committee will serve as liaisons to the constituents they represent. In addition, they will identify a staff resources persons for the program; i.e., those with interest or expertise in the subject matter and/or ability to establish rapport with students, parents, and community groups.

Candidates for the steering committee should include, but not be limited to, representation from the following groups:

- school nurse-teachers/school nurses
- health coordinators/teachers
- home economics teachers
- pupil personnel services staff
- school building administration
- physical education, social studies, science, special education and elementary school teachers
- students, if possible.

People on the committee should represent grades k–12. For active participation, the size of the group should be manageable. At least one member of the steering committee should serve on the advisory council.

Step 2: Appointment of a School Program Coordinator. A staff person should be designated as a school program coordinator to oversee planning, development, implementation, and evaluation. The roles and responsibilities of the coordinator should be made explicit by the administration.

The school program coordinator should:

- have a genuine interest in and commitment to the program
- be able to establish rapport with students, parents, and staff
- have excellent communication skills
- have knowledge of and experience in health, family life/human sexuality education, and teacher training
- know how to access and utilize resources available and how to establish linkages with the community
- possess administrative and facilitative skills
- be aware of the sensitivity of this type of program and the emotional climate essential for its success.

Step 3: Selection of a Community Advisory Committee. Convene a committee of school officials, educators, students, parents, guardians, representatives of religious institutions and community agencies, any other people who are influential in the community, a member of the School Steering Committee, and the School Program Coordinator to provide overall program guidance.

Success in achieving community support results from selecting committee members who provide influence and support. The committee should be balanced in representation of the community's geographic areas; economic, social, ethnic and religious groups; philosophies; constituencies; power bases.

The functions of the Community Advisory Committee may include but are not limited to:

- helping to gather information about local needs and resources

- participating in the analysis of the needs and resources
- helping to determine program direction
- providing a forum for school-age parent concerns
- facilitating linkages between school and community resources
- acting as an advocate for the program and its participants
- assisting in program evaluation
- facilitating communication with representative constituencies
- developing an action plan with the school administrator to handle positive and negative happenings.

Success in achieving community backing results from selecting membership that can provide influence and support.

Step 4: Assessment and Analysis of Needs and Resources. The Community Advisory Committee should conduct an assessment and analysis of needs and resources.

A needs assessment clearly identifies actual rather than perceived needs. It will aid the Committee in determining: the extent of the needs, who is affected, and what types of change are needed.

Hard data from statistics as well as soft data from information bases on observation, speculation, and estimates will be collected.

Community groups and personnel from which information regarding needs may be obtained are:

- private and church related programs
- school personnel
- major business leaders
- chamber of commerce
- local, county, state, and federal departments of health education, probation and social services
- libraries
- volunteer agencies
- community organizations (PTA, League of Women Voters, Junior League, American Association of University Women, etc.)
- professional agency representatives
- community phone information services and other sources that may be appropriate.

It is also very important that information regarding needs be secured from students and parents.

A resource assessment should include both schools and community. A school resource assessment can:

- determine what instruction presently exists and whether it is a required course, an elective course, unit(s) within a course, or a special program
- identify any informal instruction being conducted
- identify the background of the staff involved with the existing program
- outline school policy in relation to education of pregnant students and student parents, student confidentiality, school-parent communications, and curriculum approval
- determine if existing programs are relevant or duplicative and if they are serving the at-risk students
- determine whether there is a case management system to link the at-risk student and her/his parents with available community resources.

A community resource assessment can identify:

- what educational, health, and social services relating to family life and sex education are available in the community
- who is providing the services
- who is eligible for the services
- how students and parents access the services
- if the school is presently using the services.

It is recommended that information obtained from the resource assessments be compiled into resource directories for use by students and staff.

In the needs and resource analysis, the needs assessment will have identified problems of specific concern while the resource analysis will have identified ways and means of *currently* responding to them. Data obtained from both the needs and resource assessment should be reviewed and analyzed by the Committee, school program coordinator, and the administration.

Step 5: Coalition Building. The purpose of this step is to broaden the community support base in exploring alternative solutions to the problem(s) indicated by the needs/resource analysis; open informal communication between various segments; share information and avoid duplication; and ensure that the entire community is on board in the development of a philosophy of family life education.

In determining who should be involved in such a coalition consider the kind of work that needs to be done, the kind of influence (including political) and leadership needed, and the cost and mechanics of getting things done. The following should be considered for the coalition but no special interest group should dominate:

- parents of pre-school and school age children
- teachers

- students
- school administrators
- school board members
- media
- professionals in the particular field such as health, welfare, probation and social services
- key people from both public and private agencies that serve children and families
- business and civic leaders
- appointed or elected city, county, or state officials
- representatives from the religious communities
- other interested persons
- school steering committee members
- school program coordinator
- community advisory committee members
- representative of agencies surveyed in the need/resource/assessment.

A letter of invitation to attend the coalition meeting should include the following:

- purpose of the meeting
- invitation to participate
- invitation to comment (two or three minutes) on the problems from the person's own perspective
- directions to meeting place as well as time and date
- deadline for response and where to respond
- copy of needs/resource analysis
- preliminary agenda with the request that additional agenda items be submitted
- list of invited participants, with request for names of additional persons.

Step 6: Statement of Philosophy. The Community Advisory Committee using information from the coalition, needs/resources analysis and any state legislative acts or guidelines should develop a statement of philosophy of family life education.

This statement of philosophy should become a policy statement to serve as the internal guidance system for program development and should express the values structure of the community as it relates to family life education.

While along with the policy statement, long- and short-term goals and objectives may be established, it is probably more manageable to include program components based on priority need, capacity to respond, and logical sequence.

One important finding from a New York pilot project about component selection is: when parents are fully informed about family-life/human sexuality education, they will support this type of education for their children in a school environment as well as in the community. *Therefore, it is recommended that school districts begin with family-life/human-sexuality education for parents.*

Step 7: Statement of Philosophy Approval by the Coalition. It is important that the coalition have the opportunity to respond to the Statement of Philosophy. Another meeting set for the purpose of achieving final consensus on the statement is suggested. The highest level of coalition ownership can be achieved if representatives from various agencies are allowed to take the mutually agreed upon statement back to their organizations for approval. This may delay the process and necessitate another meeting of the coalition, but it will be worth it.

Step 8: Policy Statement Approval by the School Board. Seeking the support and approval of the school board is critical at this point for program progress. The Community Advisory Committee should submit a report that includes the analysis of the needs and resource assessments, the statement of philosophy, proposed program components, and long- and short-term objectives. It would also be helpful to include mention of how the statement of philosophy was arrived at along with a listing of all involved in the coalition.

Upon approval, the board should issue a statement of policy supporting initiation of the program.

Step 9: Curriculum Planning and Implementation. At this point of curriculum planning and implementation, the Curriculum Design Model outlined in Chapter IV under "Curricula" can offer helpful guidelines. In fact it would be natural for the Community Advisory Committee to take on the task of a Curriculum Advisory Committee in this model and continue to work with the School Program Coordinator and the School Steering Committee.

Step 10: Evaluating the Progress and Program. Evaluation is always a crucial component in the development of any program. General questions of evaluation are: What did we do? How did we do it? How do we feel about it? In essence, did we do what we wanted to do the way we wanted to do it?

More specific categories are program evaluation involving process, impact, and outcome.

Program evaluation in family life education is critical to the support and continuation of the program. Evaluation identifies:

- achievement of goals and objectives
- population needs that were met or unmet

- new needs which help to determine the scope, sequence and emphasis of a program
- strengths and weaknesses to help improve the program
- need to modify program.

Process evaluation is based on a standard of acceptability for organizational and teaching practices. This evaluation analyzes peer relationships, professional qualifications, and experience. It addresses such questions as:

- Are units, lesson plans, workshops, and training programs designed to meet stated objectives?
- Are current methods and materials being used?
- Is there articulation, coordination, and correlation with other disciplines?

Impact evaluation focuses on the immediate effect of program, training, or curriculum on the knowledge, attitudes, skills, and behaviors of participants. Impact evaluation measures achievement of short-term goals and intermediate objectives and analyzes the cost-effectiveness of a program.

Outcome evaluation is a long-term undertaking that determines:

- the incidence and prevalence of problems and conditions identified by the analysis of the needs and resource assessments that have been affected by the program
- the extent to which better communication exists between parents and children within families, between parents and schools
- whether long-term goals have been achieved.

If the evaluation is positive in that the stated goals were achieved and the community perceives the effectiveness of the program, there is much to celebrate. If modification is needed it is made keeping in mind the important steps in achieving community acceptance.

Step 11: Keeping the Community Informed. It is essential that the community be kept informed as to the progress, evaluation, and modification of the program. This can be done in a variety of ways by:

- preparing news articles and workshops, conferences, and radio broadcast TV formats
- visiting the program
- conducting workshops and conferences for community agencies and organizatons, and for radio and television audiences
- parent and agency meetings
- designating public spokespersons.

When these eleven steps are followed, progress in achieving community acceptance for family life education programs is likely. Again, this does not mean that there will be no controversy or conflict, but it does mean that majority support will be achieved while dissenters are allowed to state their positions. It is the best we can hope for in a democratic system. Also, there is always the opportunity provided for by several states and local programs to allow students to be exempted from these courses if there is strong disagreement from parents.

These steps are not the answer for every planning need. There may be different or additional ones needed for any particular situation. However, this planning process presents some ways to achieve community acceptance.

Let us explore the issue of parent acceptance apart from community acceptance.

Parent Acceptance Issues

It is understood that community acceptance is essential to family life education programs in public schools. I now suggest that parent acceptance of and satisfaction with family life education courses is an essential component in community acceptance.

In recent years educators have become concerned about parental response to family life education, especially when it deals with values. One of the most tension-provoking components in family life education programs is that of sex education. Administrators and teachers have experienced attacks by individuals and groups who would prefer omitting sex education from the public school curriculum. While these groups have been very verbose in their attacks, family life educators need to know that the majority of parents seem to support sex education in public schools. There have been many studies to reinforce this understanding. One of the most recent is an attitudes and opinion poll of 201,320 respondents by the editors of *Better Homes and Gardens*. In their report entitled, *What's Happening to American Families?* they state that eighty percent of all respondents strongly support sex education and believe that it should be taught in schools. Seventy-seven percent are not personally distressed about the books their children might have access to in schools.[11]

The report quotes respondents who add a word of caution about parental approval. One states, "Unfortunately, in many cases sex education is not taught in the home, so school is the next best place. However, I believe the parents should be familiar with how the course is being taught and should approve of it." Another states, "I think sex education ought to be taught at home, but there are

some parents who are not comfortable talking about sex with their children. For this reason, I think sex education should be an elective with parents' approval."

Both these respondents reflect the importance of public schools being involved in the area of sex education. But both add a note of caution in terms of parental knowledge and approval of the courses. This is, indeed, a wise precaution.

The innovative and outstanding programs' administrators know the importance of involved parents. Some have given repeated invitations to parents to attend and to provide input regarding the family life education courses.

Example

The Jackson Junior High in Champlin, Minnesota encourages parents' input in the courses and sends the curriculum to families at the beginning of each course. They note that often parents request the course for their children.

Example

The Pompton Lakes Public Schools in New Jersey invite parents to attend, and report that in twelve years of their program they have received only ten inquiries from parents about their program.

Other schools involve parents in the actual teaching process.

Example

The Glastonbury High School in Glastonbury, Connecticut uses parents to staff seminars for students. The parent facilitators of the seminars must have taken the course themselves. Parent/student seminars are offered for parents and students from the fourth to the sixth grade.

Example

The Stewart School in Salina, Kansas uses a number of parents to participate in either the sixth grade family life education program as speakers or in the kindergarten class as assistants when the students work with kindergarten children. They also use parents as assistants in the library or as volunteers in family-oriented discussion groups.

Example

Parents and former students often participate in the family life education program at Riverdale High School of Fort Myers, Florida. Frequently these parents are used on field trips and as guest speakers. They are willing to share their own experiences with the students and to answer questions.

One program uses parents in evaluating the courses.

Example

The high school in Las Cruces, New Mexico has a unique way of keeping parents in touch with the family life education program. At the end of each course students are asked to evaluate their class. From these ideas evolves an adjusted curriculum. A parent, community, and student advisory board meets with the faculty to offer comments and suggestions on curriculum.

Finally, one program, although not in total agreement with the suggestion of the New York State Department of Education that family life education should begin with parent courses, does offer parents educational opportunities.

Example

Special quarterly evening sessions for parents of students enrolled in regular family life education classes are characteristic of Staples High School in Westport, Connecticut. In addition to the evening quarterly session, courses are offered to adults through various community workshops. These have met with a great deal of success.

These then are some of the ways the innovative and outstanding programs keep parents informed and involved.

Guidelines for Parent Acceptance

From these examples I offer a cyclic process for promoting continuing parental involvement.

1. Parents should be involved in the initiation and the development of all family life education including policy and courses.
2. Continuing education for parents in the subject areas in which their children are involved should be offered.
3. Parents should preview curriculum objectives and resources before their children participate in classes.
4. Qualified parents should serve as resource persons, volunteer facilitators and discussion leaders for family life education classes.
5. Parents should participate in the evaluation of the courses in which their children have been involved.
6. Parents should have the opportunity to suggest modification in curriculum which will enhance further development of family life education.

If these guidelines for parent involvement are followed, parents will be less likely to feel powerless or suspicious of family life education in which their children are involved. In fact, parents may have a great deal of ownership of family life education and thereby stand a much better chance of becoming advocates.

There is an issue of parental involvement deeper than parental acceptance. This issue relates to involving all members of a family system in family life education. *The optimum scenario for family life education is contiguous education for each member of a family system.* If the student is attempting to improve her/his communication in the family and is being met with a normative or patterned resistance, the impact of this will deter further growth on her/his part. It is important, then, for school systems to develop ways of involving parents in both the ownership of and experience in family life education.

Section 2
Continuing Education for Family Life Educators

The typical family life educator enters the teaching profession with a baccalaureate degree from a university or college having been through an accredited program in Home Economics, Health, Education, and/or Social Studies. Subsequently, she/he has been certified by a state to teach in one of these general subject areas and is qualified on the basis of college records and individual credentials to teach family life education.

Usually the family life educator holding such credentials has demonstrated competencies in core courses including family relations and child development and has, in addition, had courses in related areas of specialization.

Common Discipline

Each member of the home economics profession should share a common set of understandings (common discipline) as well as the specialized awareness and abilities needed for a particular type of professional contribution. The common discipline includes knowledge of the following:

- the family and the interaction of individuals and families with their near environment;
- human growth and development, including physical, intellectual, emotional, and social development and the needs of individuals throughout the life span;
- the roles and interrelationships of individuals in the family over the life span on all socioeconomic levels of society;
- the interdependence of the principles of human nutrition and of food in the behavior and health of individuals;
- the relationship of design, changing technology, and environment to human behavior; and
- management theory and application, including individual and family decision behavior related to identification and allocation of resources.

The common discipline should result in the professional understanding of the following:

- the family as a system, the interaction of individuals and families with their near environment, and the interrelatedness of the family with other societal systems;
- the interrelationship of the areas of specializations that create the whole which we know as home economics; and
- the professional orientation to roles as specialists and/or generalists and as team members concerned with present and future societal issues.

> "Certain professionals prepared in home economics are generalists, i.e., able to work with a wide range of subject matter content. These generalists also need specialized abilities depending on the age of the people with whom they work or the institutions in which they are employed. Other specialists who work primarily with one subject area may share with other professionals certain kinds of professional abilities. Whether generalist or specialist, the above types of knowledge and professional abilities are necessary for all."[13]

Supporting Discipline

So the family life educator enters the field with general knowledge of family life education and some knowledge of supporting disciplines. These supporting disciplines are ones that provide basic concepts and skills important to the educator's area of specialization. The guidelines for acceptability of these supporting disciplines are proposed by the aforementioned publication (Accreditation Documents . . .):

> "7.11. There is evidence that courses have been identified which contribute to the development of competencies relative to the edu-

cated person and to the profession for which the program proposes to prepare.

7.12 A distribution or series of courses, seminars, and readings in the selected supporting disciplines beyond "first course" level are available for the student's election.

7.13 There is evidence that concepts introduced in the supporting disciplines are integrated into the content of the student's program.

7.14 An adequate number of courses are required in supporting disciplines to provide a working knowledge of the various needed subject-matter areas.

7.15 The programs of all baccalaureate graduates meet the requirements in the appropriate supporting disciplines for the specialization in which the student is enrolled."[14]

Need for Continuing Education

The family life educator is now employed in the field. What next? Often the family life educator, while having general information in the field, is called upon to teach a variety of topics. Some of these may have been encountered in her/his education for a specialty and some may not have been. She/he shifts from a generalist to a specialist very quickly. Having been called on to be a specialist and feeling ill prepared the educator's confidence and self-esteem may be shaken.

The systemic results of this demand for specialization is that eventually the educator may lose a sense of integration of family life education. This problem is particularly exacerbated for family life educators in a time of rapid social transition and new technology resulting in a proliferation of topics needing attention.

It is no wonder that state departments of education indicate that continuing education for family life educators is an area in which much work needs to be done. In fact only three of the 14 innovative and outstanding programs explored for the purpose of this publication reported having continuing education procedures for family life educators. These varied from an in-service training program of a minimum of 40 hours for all educators of human sexuality to special training events and an exchange of educators from one international location to another. Contrastingly, many state guides suggest that school systems provide in-service training or retraining of family life educators. Perhaps most of this is being done in the area of human sexuality. Let us then explore some of the unique needs for and ways of providing continuing education for family life educators.

Continuing Education

Perhaps continuing education has been recognized as most important when school systems initiated new programs and needed educators retrained to augment these programs. But, a weakness in this approach seems to be that once an educator is involved in a program there is little follow-up assisting them in self-assessment and assessing the impact of their retraining on students. Retraining is incomplete until there are in-service opportunities for the educator's impact to be assessed by self, peers, and students.

Another way of aiding educators in learning areas of specialty in which they need increased competence is the team approach. The procedure of assigning an educator who lacks competencies in a certain topic to one who has these competencies seems to be a very effective way of transferring knowledge and experience. A linkage with an outside expert such as a mental health professional who knows the topic would also be effective.

A unique concern related to continuing education is that many elementary educators who have had no training are now involved in family life education k–12. One way of dealing with this through in-service education is to facilitate ways for secondary family life educators to train the elementary educators and then work with them as a team in designing approaches to their particular student grade levels.

Another important way of encouraging continuing education is through resource connections. Educators should have access to contemporary journals on family life education as well as connections with various resource centers and networks which could provide special assistance in particular areas.

Of course access to outside continuing education experiences such as university courses, workshops, seminars, and community professional events are always available and helpful to family life educators. An effective way of utilizing these is to encourage educators to attend events on a variety of topics and to share their learnings.

And finally an effective way of increasing sensitivity to and education for family life education is through providing *all* public school educators with in-service training in the areas of human development and human relationship skills. The family life faculty of a particular school could provide such training for the other faculty. In this way all courses could become more sensitive to issues that are important in family life education and perhaps increase the effectiveness of separate courses.

I have stated before the importance of the family life educator feeling competent in her/his area of specialty. The way this feeling of competency contributes to the educator's self-esteem is crucial to her/his relationship with students. Our research and other literature indicates that a good educator of family life is comfortable with the material and her/himself. No educator should be assigned to any specialized area in which she/he feels inadequate because this will lead to discomfort. Perhaps in family life education more than in any other course of study, the educator's personality is involved in the learning process. A family life educator who is uncomfortable with the material or who feels incompetent will be less effective with students.

In speaking to the issue of teacher training specifically related to sex education but applicable to other family life topics, Peter Scales writes,[15]

> "... teacher training must become even more sophisticated than it has previously with regard to emotions, values, feelings, and skill development. For decades, the qualities of the teacher have been described by countless observers as the most important factors in the success of sex education. Today, we even have a credentialing organization with over a decade's experience (AASECT) and a lively debate within the profession over the qualifications, certification, and ethical issues involved in teaching sex education. Yet, we should not lose sight of some basic considerations. Accumulation of credits and participation in numerous workshops cannot substitute for important human qualities that should characterize teachers of sexuality education in the 1980s, be they in school or in nonschool settings. Genuine respect for and enjoyment in being with young people or whomever the "audience" may be, are fundamental qualities that are usually present only in one who already has a high degree of self-respect. A willingness to learn as well as to teach, a readiness to admit ignorance or discomfort, a sensitivity to individual differences in comfort, an ability to share personal experiences without parading them, a commitment to freedom of speech and diversity of values, a belief that one of the important goals of education is to help people think clearly, and a good dose of natural (not forced) humor in putting life's tragic and ecstatic into perspective are significant attributes. With these attributes as a foundation, professional training can bring factual knowledge, greater appreciation of techniques, and more awareness of resources. But without these attributes, the human connection central to sexuality education is lost to the mere mechanics of sex education."

Therefore continuing education need not always be aimed at content. Continuing education may be needed to help family life educators deal with feelings and attitudes about the content they are teaching.

A footnote here is that most continuing education will have to be cost-effective. That means finding in-house ways of helping each other. Most of the possibilities I have mentioned are cost-effective using staff assisting each other.

Self-Evaluation for Professional Improvement

It is possible that family life educators, overwhelmed by the need to keep up with new developments in the field and to give attention to many topics, will lose perspective as to where they are in their general professional development.

Helpful guidelines for evaluation of one's professional development related to educational philosophy, professional role, program planning, educative process, and research are offered here. They are excerpted from the AHEA publication *Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria."*[16] I have adapted these guidelines for family life educators by removing the term "home economics" and inserting family life education.

The family life educator using these guidelines for evaluation will be able to spot areas in which she/he needs professional improvement and will give attention to these by self-selected continuing education.

Professional Improvement Level

I. Educational Philosophy in Family Life Education

A. The participant can evaluate professional philosophies.

B. The participant will continually develop a personal professional philosophy.

C. The participant can contribute to development of a philosophy for the profession.

II. Professional Role in Family Life Education

A. The participant can accept, perform, and adapt to changing roles and functions of various positions as an educator.

B. The participant can evaluate educational structure in relation to its promotion of the purposes of educational programs.

C. The participant can evaluate professional performance.

D. The participant will assume leadership roles in the profession.

E. The participant will show integrity in relation to professional practice.

III. **Program Planning for Family Life Education**

A. The participant will analyze the sociological, economic, political, cultural, and educational forces that affect programs.

B. The participant can evaluate the needs of learners in a given environment in relation to program needs.

C. The participant will integrate the contributions of fields of study in effective program planning.

D. The participant will develop a system for selecting and organizing knowledge and skills significant for various learners and learner levels.

E. The participant will use and initiate research for program planning.

F. The participant will evaluate existing programs and retain, modify, or delete them or initiate appropriate new programs.

G. The participant will assume leadership in coordinating and/or integrating programs with other programs, agencies, and organizations.

H. The participant will realistically evaluate, obtain, and allocate human, fiscal, and material resources for programs.

I. The participant will formulate flexible long-range plans for programs and facilities.

J. The participant will engage in self-appraisal of personal and professional growth as related to the ability to plan programs.

K. The participant will supervise others engaged in program planning.

IV. **The Educative Process in Family Life Education**

A. The participant will contribute to the development of theories, hypotheses, and procedures in the educative programs.

B. The participant will develop and refine instructional strategies.

C. The participant will predict the direction of behavior change that results from the use of instructional strategies.

D. The participant will develop and refine instructional materials.

E. The participant will create a learning environment to optimize the various types of interactions within the educative process.

F. The participant will evaluate the educative process.

G. The participant will systematize the assessment of learners' progress toward the achievement of objectives.

V. **Research in Family Life Education**

A. The participant values the importance of the relationship between teaching and research.

B. The participant can conduct research that relates to teaching/learning.

C. The participant can interpret data to others.

D. The participant can use research data.

E. The participant can evaluate research data.

F. The participant can disseminate research data.

G. The participant promotes a climate in which research ideas are stimulated and nurtured including those between and among other disciplines.

Section 3
Evaluation of Impact of Family Life Education on Students

The third issue with which state and territorial departments of education want assistance is evaluation of impact of family life education on students.

Perhaps underlying this issue are several questions. Do our family life education goals and objectives reflect educational components which will contribute to responsible and productive interpersonal and family relationships? Does family life education make a positive contribution to families? Are we doing it right? Will it make a difference? Is it worth the effort?

Research Issues

In addressing these questions it must be recognized that research in family life education was newly initiated in the 20th century. Therefore, as in any developing research field, disconnected data and hypotheses dominate. This is especially true for family research because persons are highly complex, affected by many variables—social, physical, psychological and biological—and live in relationships with others who are affected also by these variables. It is a difficult research area.

Some key concerns in family research at present are: first, while "Considerable efforts have been devoted to measuring marriage and family events, characteristics, and constructs; . . . concerns persist about the adequacy of connections between empirical indicators and theoretical constructs."[17] Second, concern exists for conducting research without making serious attempts to integrate theory, measure analysis and application. And third, many are concerned about researchers overworking more easily studied topics while neglecting the more difficult ones.

Research Progress

But research progress is being made as to *if* and *why* families are different from other groups, what this means as to interactive qualities, and how findings can be integrated into educational approaches.

In the next decade, Eleanore B. Luckey[18] writes, ". . . there will be a continuing body of research that will aid in the development of theories that will eventually lead to in-depth understanding of family function, as well as a proliferation of studies that will shed light on practical, immediate family problems." Until this time, family life education will progress on the basis of what is known while searching for what is unknown.

Because of research, we may conclude we are doing some things right and are effecting positive results—even if short term. Now it is incumbent upon us to step up our studies of long-range outcomes.

Even more encouraging is knowing we are continually learning and that the knowledge we are accumulating increasingly will provide a clearer sense of direction for family life educators. Ultimately, we hope to find the proper methods for applying this knowledge through a systematic, holistic, and comprehensive curriculum of family life education which will supersede the fragmented topical approach upon which we mainly rely now.

Research Responsibilities

It is difficult for family life educators to keep up with new research information due to the proliferation of research areas. They also have difficulty because so many disciplines contribute information about families—psychology, social psychology, sociology, anthropology, economics, home economics, law, history, theology, communication, education, educational psychology, psychiatry, political science, nursing, medicine, architecture, literature, social work, etc.[19] But in spite of these difficulties I believe there must be more exchange between educators and researchers to assure effective family life education.

States and Territories. If state and territorial departments of education are to have policies and guidelines that reflect the most current understanding of families, two responsibilities must be met. First, state curriculum specialists must have an understanding of research processes, be able to interpret research as published in creditable journals, and to inculcate research findings into curriculum and teaching situations.

If these curriculum specialists will systematically locate, interpret, apply, and communicate relevant research findings to educators who develop family life education curriculum on the local level, they will assist greatly in upgrading family life education to have the most impact upon students. Questions of effectiveness are reduced when confidence in content is assured through research.

Second, state and territorial departments must accept major responsibility to motivate, facilitate, and collaborate with researchers in determining long-range outcomes of family life education. For example, there have been few longitudinal studies on how family life education courses affect long-term changes in behavior and attitudes or whether or not they have any effect upon family development. Additionally, more must be done in determining the most receptive ages for family life education along with studies of the most effective educational methodologies for every age level.

Local Programs. Local programs have the responsibility to measure impact upon students. We found that in one half of the fourteen innovative and outstanding programs some evaluation occurred.

Used pre-testing and post-testing	29%
Used student feedback, attendance records and reflections of interest along with faculty and community response	21%
Used no evaluation methods	50%

I suspect these educators are more effective in evaluating students for cognitive growth than for changes in attitudes and behavior, the latter being far more difficult to test. In fact, almost every program indicated there were no "hard data," perhaps pointing to some fear that all evaluations are tenuous.

Educators Ms. Graham (Jackson Jr. High) and Ms. Mikses (Winston Churchill High School) did

report evidence of growth in knowledge and positive attitudes through the use of pre- and post-testing, but even in these there were no behavioral measurements.

The preceding bears out the legitimate concern administrators have for evaluating impact upon students. It is a weakness in family life education. We know something of whether or not students are gaining knowledge, we know less about their attitude and behavioral changes and next to nothing of the effects upon their life experiences as a result of family life education.

While it would be helpful to have as much information as possible on long-term effects, we must use caution and not allow the lack of it to affect family life education negatively. The family life educator is no different from the math teacher who instructs a student in knowledge and concepts needed for a career in engineering. Whether or not the student enters that profession within a given period of time is not the responsibility of the math teacher; too many variable factors are involved.

It is much the same with the family life educator except that there are probably more variable factors related to family development which can play upon a student. More clearly, the family life educator must not be held accountable for some students remaining or becoming irresponsible in their relationships. However, educators must be held accountable for gathering the most credible information possible about whether or not their courses are making a short-term impact.

Measuring Impact of Local Programs. Evaluation might be divided into two components: impact and outcomes. Measuring the impact of family life education upon students—mainly the responsibility of the educator—"focuses on immediate effect of program, training or curriculum on the knowledge, attitudes, skills and behaviors of the participants. It measures the achievement of short-term goals and objectives and analyzes the cost effectiveness of a program."[20] Included in this evaluation of impact is the effect the program had upon the student's contemporary family life and relationships, especially communication between parent(s) and student.

Measuring outcomes of family life education on students—primarily the responsibility of the researcher—focuses on the future long-term effects on a student's family life development and relationships and upon the societal effects of the program.[21]

Since the family life educator is mainly responsible for measuring impact, she/he will find it necessary to develop evaluation techniques and instruments. There may be reluctance on the part of the educator to attempt this, or a feeling of inadequacy if attempted, because most family life educators are not trained researchers. Do not assume this must be a complex research project. You are simply trying to find out if the program made a short-term difference and if so, what that difference was.

I have observed that most family life education programs are highly individualized by goals and objectives and would therefore be difficult to standardize in terms of an evaluative approach. I also observed there are four common denominators in most goals and objectives. Perhaps these are general categories under which evaluation should occur: good self-image; effective and responsible interpersonal, family, and social relationships; development of personal values and goals within a pluralistic society; life competency skills. Within these categories and related to specific curriculum, one should measure knowledge, attitudes, skills, and behaviors along with the achievement of any short-term goals and objectives.

Guidelines for Measuring Impact. I now offer some guidelines for design and process of measuring impact of family life education on students.

1. *Have a clear understanding of the purpose of the evaluation.* Is it for curriculum effectiveness, for teaching/learning effectiveness, for community verification, for curriculum committee review, for program expansion evidence, for informational report to the District Board, etc.?

2. *Be realistic in your expectations.* Don't expect the course to have solved all the students' family problems. Know what you were trying to do within the realm of reality.

3. *Develop and use evaluative method and instruments with students.* The best here seems to be a pre-testing and post-testing (test and re-test) method using questionnaires. The questionnaires could include descriptive words to be circled, open-ended sentences, multiple choice questions, discussion questions, etc. It is like any other test. It must secure the information you desire in specific areas of testing. Form is not as important as content.

The really crucial concern here is not testing for knowledge (you must do this but you know how), rather it is testing for attitudes, skills and behaviors. Focus on such things as: *feeling* about self and others; *actions* related to self and others. Raise questions about values, hopes, fears, joys, anger, anxieties, successes, failures, etc.

It is probable that anonymous questionnaires are the most honest. If these are used, students should be instructed to put some identifying mark or number on their questionnaires to facilitate their comparisons of pre-testing and post-testing if desired.

Pre-tests provide a good needs assessment profile for the educator. This can assist her/him in guiding the class and curriculum development.

Other methods and instruments for evaluation might include direct observation, interviews, inventories, rating scales, surveys, descriptive information, case studies, preparation of tests by students, creative projects.

4. *If possible, devise methods for acquiring feedback from parent(s) and peers.* One way is through use of interviews on tape casettes. Remember, it is always important to respect and preserve both the students' and parent(s)' rights to privacy. Be certain you do not go to any group or individual for feedback without the student's permission.

5. *Analyze the data in relation to your original expectations.* What did you discover? Yes, you are relying heavily on the students' self-assessment, but isn't that valuable? Check it with observations of parents if possible and, if not, with yourself and other faculty members. Do you see positive changes in attitudes, skills, and behaviors? If not, why not? Are you expecting too much? Was the student cognitively impacted by the curriculum? If not, why not? If your course was effective, can you make it even more effective?

6. *Write any report you want to submit or that is required.*

7. *Adjust your curriculum if warranted.*

Again, do not be intimidated by the necessity to evaluate the impact of family life education on students. You are responsible only for short-term impact closely related to what you want to do for students. *If you can teach it, you can evaluate it.*

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6

FAMILY LIFE EDUCATION: SOME IMPLICATIONS FOR THE FUTURE

"It will not be uncommon . . . for children born in the 1980s to follow this sequence of living arrangements: *live with both parents for several years, live with their mothers after their parents divorce, then live with their mothers and stepfathers, live alone for a time when in their early twenties, live with someone of the opposite sex without marriage, get married, get divorced, live alone again, get remarried, and end up living alone once more following the death of their spouses.*"[1]

Not everyone will follow this projected life course but a substantial number of persons in the United States will and it is certain that families in the United States will continue to be influenced by changes and crises in society, changes in family structure, composition, and roles.[2]

Some of the changes in society which will continue to have an effect on families are:

- Unprecedented rapid technological advances
- Economic conditions such as inadequate income due to underemployment or unemployment
- High rates of personal mobility often related to vocational opportunities and economic shifts
- Movements for human equality which challenge sexism, racism and agism
- Cultural and religious pluralism
- Strong emphasis on emotional demands for intimacy

Some prominent changes in family structure, composition, and roles which we now see as trends are:

- Divorce
- Remarriage
- Divorce of the remarried
- Single parent families
- Blended families
- Cohabitation before marriage
- Two generations of adults in the same household
- Mothers in the work force
- Dual wage earners in families

From all of this projection regarding the future, it is a difficult task to select a few especially important implications for the family life educator. So much needs attending. But even though the selection was difficult, I have chosen to deal with three emerging areas of essential importance for the future: curriculum, computer technology and values.

Section 1
Two-Track Curriculum: General and Transitional

Though these rapid and crucial changes compound the present complexities of family life education, ultimately we can count on being confronted by increased student transitions in and out of a wide diversity of family forms each having a unique set of education needs, but all sharing some common ones. For example, blended families need specialized knowledge and skills for the effective assimilation of all members. But underlying this special need is a communication skill essential for all good interpersonal relationships.

In the future, I believe we must attend more effectively to those special transitional needs of particular students while not losing sight of the general family life education they need. This means family life educators may have to redefine their task. Some may see it as a task which is basically preventive in nature by enhancing the opportunity for students to develop and maintain satisfying relationships. But we must be realistic. Education which has only prevention as a goal does not take into consideration that the student may presently be involved in family crises.

Accordingly in the future, family life education must give more attention to the family system in which the student is engaged. Unless this shift is made family life educators will be criticized (and justly so) for trying to educate an individual in matters of relationships and families without considering her/his present relationships and family realities. This criticism is not unlike the criticism of public and private agencies who gear their support to individuals instead of families.

Some implications of this systems approach are, at least, precarious if not overwhelming. Sensitivity to specific transitional stresses which students are encountering in a variety of family forms must be increased and assistance offered. Effective family life education must be remedial as well as preventive. This does not mean the family life educator must become a therapist, but it does mean the educator has a unique opportunity and responsibility as she/he interacts with the student who is involved in a transitional crisis. In order to effect successful family life education the educator must assist the student in acquiring information and skills which will allow movement through a specific transitional stress back to general education for enhancing all relationships.

This is not unlike the alternative schools for pregnant teens. These teens move from a generalized education into a specific transitional support situation wherein their unique needs are attended. This transitional support system eventually aids them in returning to a generalized education.

Having a transitional curriculum in addition to a general curriculum is extremely important because responses to transitional crises are so individualized.

> "No two people react to transitions in exactly the same way. Their response is determined by such factors as health, status within society, environmental influences, emotional state, and the values and attitudes of other members of their cohort (people born at roughly the same time, who presumably have shared some similar life experiences)."[3]

The transitional curriculum should provide students with peer support as well as assistance in acquiring specialized information and skills for dealing with their unique transitional crisis.

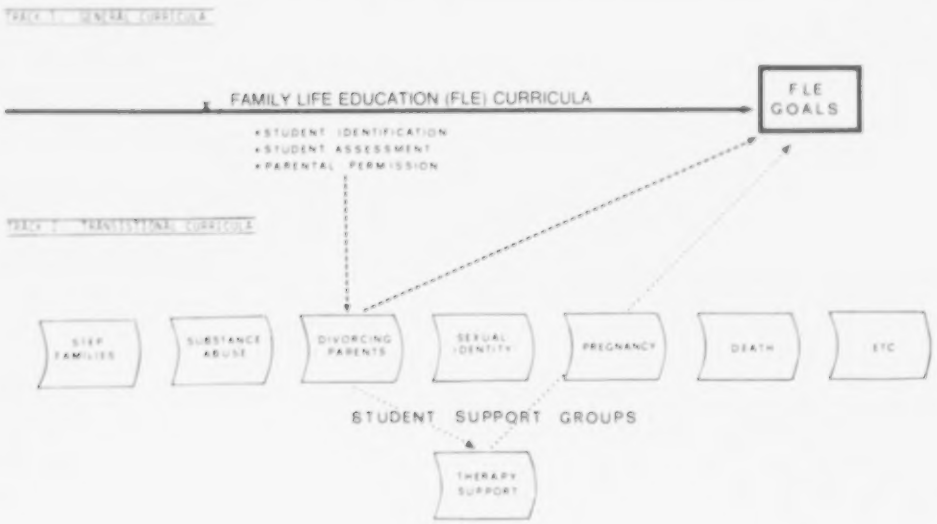
How might this transitional curriculum be fitted into the present educational system? For example, as a student goes through the general curriculum, family life educators might recognize she/he is having difficulty responding to courses which raise the possibility of having a good marriage. This difficulty may be occurring because a student is in a family in which transition related to separation or divorce is occurring and therefore is overwhelmed by internalized stress. In fact, divorce transition characterized by many professionals as affective and cognitive stress, tends to reduce educational potential.

This student would be shifted into a transitional divorce support group which deals specifically with the divorce trauma. The student might, if appropriate, continue in the general curriculum while in the transitional curriculum.

The illustration (opposite) may help educators understand the two-track curriculum approach. The arrows indicate how to assist a student who is experiencing trauma due to divorcing parents but they could indicate directing students with different transitional needs to appropriate support groups.

I do not suggest that this curriculum approach will be easy to implement but I believe it will be far more effective educationally. The student will be allowed to raise questions about the truth or effec-

General and Transitional Curricula



tiveness of general curriculum which deals with healthy relationships. She/he will be confronted with knowledge helpful in the transitional period and will be taught skills which will assist in the coping phase. In this approach there is a unique blending of education and what some refer to as intervention.

In the transitional curriculum students who are blocked from educational assistance because of crises could be referred to therapy.

In the future we will see this two-tract curriculum approach as absolutely necessary if we are willing to recognize that transitions in or out of diverse family forms are facts of life and that each transition brings unique stresses. While educators do not want to be therapists we can no longer pretend that all students are open to and can assimilate knowledge imparted in the course of general family life education curriculum when they are blocked by transitional crises.

The transitional curriculum may be handled best by professionals in community service areas cooperating with family life educators. In this way expertise is brought to the classroom by various disciplines and the family life educator need not be overwhelmed by the responsibility. An example of this approach is in the Minneapolis area where the Family and Children's Service Agency, an accredited agency of the Family Service Association of America, has developed a program in public schools in which children of divorcing parents are assisted and supported.

Dr. Steven R. Rose in a recent issue of *Marriage and Divorce Today* also supports this approach of schools using mental health professionals to assist "... children of divorce, as well as children who are neglected by parents or isolated from their peers ..."[4]

Two key issues in this transitional curriculum are identifying students under stress and securing parental permission for the students to be included in the special transitional curriculum.

Identification can take place through the educator's awareness of and sensitivity to students, parental or counselor referrals, students self-selection in response to advertisements of the curriculum and through student assessment questionnaires.

Parental permission can best be secured by providing them with written information about curriculum goals, process, and staff along with a permission form to be signed by parent(s) and student.

Ted Bowman, Family Development Director of the Minneapolis Family and Children's Service Agency reports that while there is much to be learned in developing these transitional support groups, there is also wide potential for assisting students through these transitions.

Section 2: Computer Technology

Another major change occurring rapidly in society, and one with which the family life educator must soon cope, is the rapid introduction of the computer into the work place, school, and home.

Some facts and projections about the rapid increase of computers are as follows:

1. By 1985, 75% of all jobs will involve computers.
2. There is phenomenal growth occurring in home computers. One research firm in Texas predicts that by 1987, 70% of the market will be home computers and another firm in Boston predicts that there could be about 50 million units in use by the end of the decade.
3. Thirty-seven percent (or 30,969) of the 83,700 school buildings in the United States have at least one microcomputer for students according to the National Assessment of Educational Progress.
4. Compared to other educational techniques, the Michigan Center for Research on Learning and Teaching, reports that students who use computers cover material in two-thirds the normal time and show a slight increase in learning.
5. While at present computer educational programming represents one-fourth of the total educational materials market (including books/A.V.'s, etc), by 1987 it will have captured one-half of the market. Home purchases from this market will be more than twice as many as school purchases.

It is obvious that the explosion of computer technology will continue to find its way into the personal and public domain. Naisbitt[5] says of this explosion, "... children are growing up interacting with computers, playing with computers, and learning to be comfortable with computers without even realizing it. Furthermore, the computer is slowly finding its way into the public school system."

Naisbitt continues with reasons why school use of computers will also continue to increase. "First, computers offer a cost-effective albeit capital-intensive way of individualizing education. Second, computers simplify the extensive recordkeeping required for individualized instruction. Third, familiarity with computers is now considered a strong vocational advantage, a salable skill. Finally, the computer is an enormously flexible tool that can and is being used in a wide variety of ways depending on local needs and available resources. ..."

As the use of the computer becomes more prominent in both home and school, what impact will it have on family life education? Perhaps, like any other technological achievement, it will be a benefit and a hazard. It is a tool which has the possibility of bringing family members closer together or increasing alienation. For example, while it is reasonable to assume that now many homes use computers for games, software designed to promote more effective family communication will soon be available. Therefore, we can expect computers to assist in the cohesion of families. Conversely, we already hear concerns about "computer widows" or "widowers" with mates whose total obsession with computer mastery is harming their relationship.

Another disconcerting issue about computers with strong implications for family life education according to Martin Ringle at Vassar College and quoted by Sandra Helmick of University of Missouri,

> "[Computers] may turn out to be more patient, more compassionate, more intelligent, and more trustworthy than the human beings in the child's world. They also eliminate the need for imagination." He also questions what emotional ties will children have to their computers and to machines in general? What about the child's relationships to other children? Will it be preferred to human companionship?"[7]

We have at present a situation where home computer growth is advancing far beyond school usage while we are uncertain as to the positive or negative implications of this growth. The situation is at best complex.

No doubt there will be innovative and effective software programs developed to assist family life educators in varied course directions. In fact, this is already occurring. But we must face the reality that home computer education is growing and will eventually include subjects which have been the exclusive domain of family life education in public schools. Rowan A. Wakefield who is contributing greatly to public awareness of families and computers in the *American Family's* Section, "Families and Telematics" and who is preparing a guide, "How to Buy a Home Computer and Use It to Enrich Family Life" reports to us such a development. CompuServe Information Services, owned by H & R Block of Columbus, Ohio, has a program called CompuServe/dataFAMILIAE. The program allows two-way communication between the users and information sources. With this service a family member can "thus communicate with the data base, with a group of others who share a family concern, or

one-on-one with a professional counselor, all via CompuServe's central switching system, which links the user to the specific information source." The service encompasses five short courses with twenty more being planned. These courses range from pre-natal concerns to death and dying."[8]

Quoting, Dr. Lindamood, dataFAMILIAE's initiator, *American Family* reports, "I have seen the need for such a family service for a long time, based on my extensive work in counseling, ministry and adult education with families of all types on the east coast and midwest. . . . Too often I have seen the development of serious family dysfunctions that could have been averted had help been easily, quickly and inexpensively available when it was first needed and had help been given in the context of the whole family, not fragmented by different disciplines and organizational services."[9]

This dataFAMILIAE is one of many services offered to CompuServe's 40 to 50 thousand subscribers which reportedly are growing at a rate of 500 to 750 per week.[10] Perhaps dataFAMILIAE is the forerunner of many such programs that will be coming our way. The mode of operation of this particular system involves educating families through a data base and assisting families with specific problems is not unlike, in intent, the two-track curriculum system described in the first section of this chapter and which we believe is essential in family life education.

It is obvious then that computer-based programs for family life education are on their way. Computers will be an intrinsic part of family life education in the near future. According to Wakefield ". . . it is possible the educational computer program market will overtake the textbook/AV market by the end of the decade. . . ."[11] For the family life educator this means there will be access to a tremendous amount of resources and data which will be extremely helpful. Also, the isolation felt by many family life educators may be overcome through computer networks.

But the family life educator will need to deal with the imposition of the computer into the life of individuals and families and the resulting dynamics. This may mean a change in the way students who are interacting constantly with computers understand human relationships. It may mean intensifying communications courses. The question is, will computers with their obedience and instantaneous results cause students to expect these from all relationships?

The implications for computers and family life education include the necessity for family life educators to become more familiar with computer technology in order to maximize computer effectiveness in the educational process.

Ultimately, families will select their own home learning software which may come into conflict with the educational perspectives the family life educator deems important for families. For example, family life educators might value equality and mutuality as components of family well-being, but find conservative families drawing on educational resources which value patriarchal and authoritarian qualities.

While serious debates over ideologies will always exist in family life education, many see a variation on this last issue as a major one for public education. Kenneth Komoski, Executive Director of the Educational Products Exchange, believes[12]

> "It is not overly pessimistic to view the microcomputer as the vehicle that may drive a technological and instructional wedge between home and school. On the other hand, it is not overly optimistic to think that educational computing could become the basis for cooperative community-wide educational experiences for all families."

Family life educators, as well as all other educators, must search for ways of coalescing and increasing the effectiveness of education through home and school computers. Komoski originally writing for *Network* gives some important guidelines here:[13]

> "• Request a district-wide policy to offer programs in computer literacy and the educational uses of computers for all parents.
> • The school should help parents who can't afford a home computer by extending the school discount and encouraging them to buy the same make and model used by the school.
> • The school should communicate frequently and clearly to all parents about its plans and the purposes and purchases of educational computing hardware and courseware.
> • School and parent organizations should cooperate in establishing and maintaining a curriculum software bank. Parents' educational software, purchased with the help of the school's discount, would be deposited here once the youngster in the household has outgrown it so all parents may draw on it."

Perhaps then there are ways of promoting cooperation and synchronization between homes and schools in family life education if no serious debate over ideologies is evident. If this cooperation and

synchronization occur, it will provide a unique opportunity for all members in a family system to be simultaneously involved in family life education—something which is greatly needed at present.

In keeping with our constant concern for community acceptance, schools must do two things in the near future: involve parents in the review and selection of family life education software used by the schools and offer them assistance in selecting software for home use.

There should be no fears that in the future computers will replace family life educators or diminish their importance. In fact, Naisbitt[14] states, "As computers begin to take over some of the basics of education, schools will more and more be called upon to take responsibility for teaching values and motivation, if not religion." And Helene Gerstein, professional associate of the National Education Association, told *American Family*[15] "As students increasingly gain information from computers, the role of the teacher will be 'to help students to interpret, discriminate and integrate' this knowledge into their thinking skills."

The use of computers may, in fact, create a whole new importance for family life educators in the area of values education.

Section 3
Values Education

The debate over teaching of values in public schools has, to some extent, been addressed in Chapter I, where I indicated that most public schools include values and decision making in their curricula—even though there is resistance by some religious organizations. This determination by public schools to deal with values in the face of controversy, suggests there is an overwhelming agreement on the importance of values education. But the controversy has no doubt encouraged family life educators to be more values neutral if, indeed, this is possible. It has also prompted schools to include representatives of religious institutions in their values curriculum planning. And finally, we saw the confusion faced by educators in attempting to promote what in their opinion were wholesome values without intruding on values held and promulgated by other institutions of our pluralistic society.

In the previous section I reported Naisbitt and Gerstein predicting that with increased computer technology and its ensuing impersonalization the role of the educator will shift. There will be increased responsibility to assist students in values, motivations, interpretations, discrimination and integration. What does this mean for the future of family life education?

In the future it seems to me two important things must occur in the teaching of values in public schools. First, there should be less timidity on the part of the family life educator in teaching values. Second, *a sound set of values for which we intend to educate must be agreed upon and applied to all components of family life education.* When the latter is established, the family life educator will have less reason to be timid.

While it may seem rather difficult to establish a set of values which will be acceptable to most, it may not be as difficult as we suspect. There are values to which almost everyone in a democratic society can subscribe. *These may be classified as civic values for a democratic society.*

Joe Leonard, an American Baptist Church executive I quoted in Chapter I, alludes to this approach,[16] "I really do believe there are values which underlie a secular society—respect for the individual, and respect for the truth."

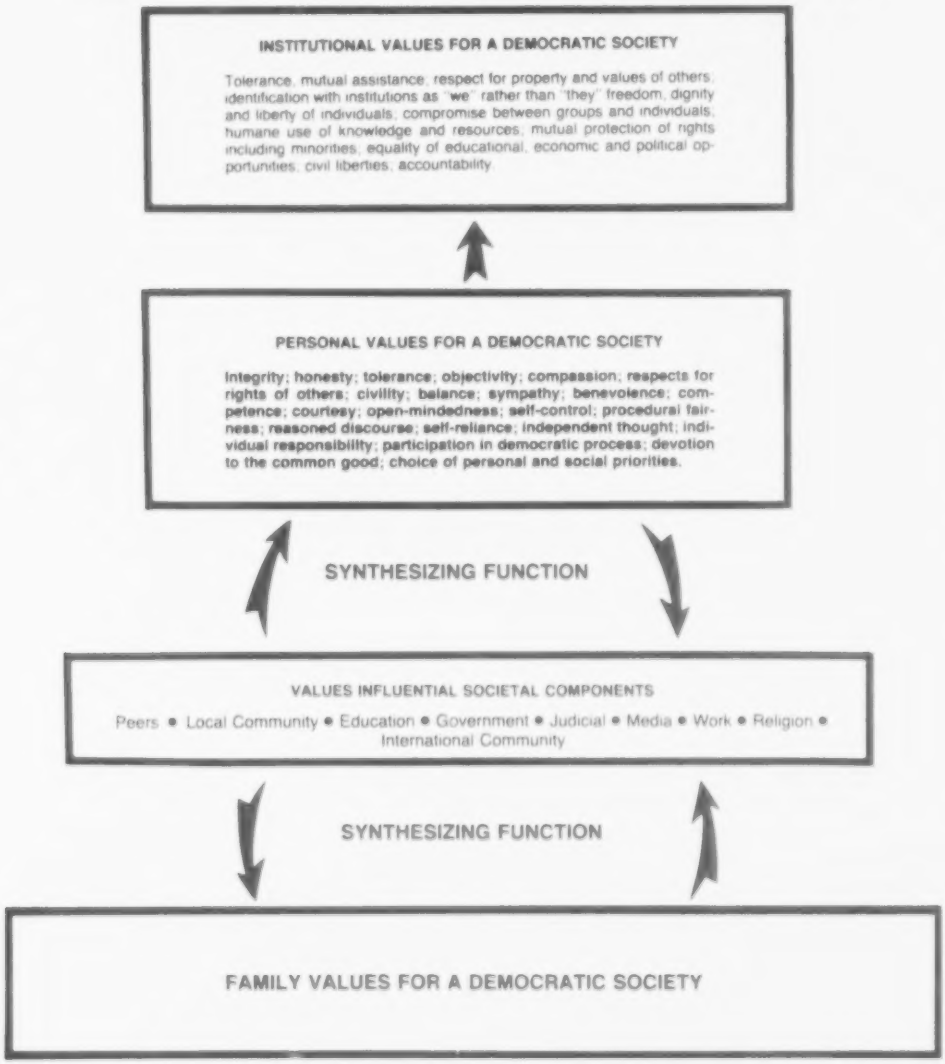
Dr. Edmund D. Pellegrino, immediate past president of American Catholic University and now Professor of Medicine and Medical Humanities at Georgetown University, and National Academy for Families Board of Directors member, in his important work on values has really opened this area of inquiry for us. "The ideals of equal rights, of tolerance, of justice, of truth, of mutual assistance, of common concern—all of which are in the Western tradition—certainly form a belief system."[17] In his further work with the Atlantic Council, Dr. Pellegrino and the Council in "The Teaching of Values" help us understand the importance of and necessity for civic values. "On the part of society they [civic values] clearly involve the rule of law and the acceptance of personal rights such as freedom of religion, of assembly, of inquiry and of expression, and of equal rights for all. They also include integrity, justice and protection for the individual, not only from injustice by others but by the state. They include human equality and equality of opportunity—educational, economic and political. They include the preservation of civil liberties and the right of free inquiry."[18]

In order for a society to maintain and advance itself in a democratic way its institutions must maintain civic values which are supportive of democracy. If institutions are to maintain values which are supportive of a democratic society, the decision makers must have adopted personal values which are commensurate with democratic principles.

Some of the personal values which are supportive of a democratic society, according to the Atlantic Council, are integrity, honesty, tolerance, objectivity, compassion, respect for rights of others, civility, balance, sympathy, benevolence, competency, curiosity, open-mindedness, self-control, procedural fairness, reasoned discourse, self-reliance, independent thought, individual responsibility, participation in the democratic process, devotion to the common good and choice of personal and social priorities.[19]

These personal values lead to institutional values such as tolerance, mutual assistance, respect for property and values of others, identification with institutions as "we" rather than "they," principles for a viable and agreeable community, freedom,

Transmission of Civic Values for a Democratic Society


INSTITUTIONAL VALUES FOR A DEMOCRATIC SOCIETY
Tolerance, mutual assistance, respect for property and values of others, identification with institutions as "we" rather than "they" freedom, dignity and liberty of individuals, compromise between groups and individuals, humane use of knowledge and resources, mutual protection of rights including minorities, equality of educational, economic and political opportunities, civil liberties, accountability
PERSONAL VALUES FOR A DEMOCRATIC SOCIETY
integrity; honesty; tolerance; objectivity; compassion; respects for rights of others; civility; balance; sympathy; benevolence; competence; courtesy; open-mindedness; self-control; procedural fairness; reasoned discourse; self-reliance; independent thought; individual responsibility; participation in democratic process; devotion to the common good; choice of personal and social priorities.
SYNTHESIZING FUNCTION
VALUES INFLUENTIAL SOCIETAL COMPONENTS
Peers • Local Community • Education • Government • Judicial • Media • Work • Religion • International Community
SYNTHESIZING FUNCTION
FAMILY VALUES FOR A DEMOCRATIC SOCIETY

dignity and liberty of individuals, humane use of knowledge and resources, mutual protection of rights, including minorities, equality of educational, economic and political opportunity, civil liberties and accountability.[20]

Of course, parents are the first and foremost transmitters of civic values. But the civic values transmitted by parents will eventually be subjected to interaction with numerous other societal institutions.

An interactive and synthesizing function occurs between the civic values of the family and those of other institutions eventuating in the student adopting a set of personal civic values. These personal civic values will in turn affect the civic values operative in institutions as the student matures and becomes institutionally responsible.

Perhaps the guiding principle for the family life educator is that her/his educational and personal approach to students must intentionally promote those civic values necessary for a democratic society. In promoting these values she/he must be open to critical inquiry which indeed is commensurate with the values themselves. This modeling of values—open to critical inquiry—may open the door to a student's assimilation of values.

There is, of course, a need for the family life educator to understand theories of value development (i.e., Piaget, Kohlburg, etc.). But the purpose of this section is not to provide the family life educator with these theories but to encourage her/him to work with community representatives, parents and students in agreeing on a set of values necessary for the promotion and maintenance of a democratic society, and then to use them as the intentional value basis for family life education.

This values approach to teaching may not be without its problems or complexities, yet this appears to be the time for focusing upon values education. The transmission of civic values for a democratic society is the most productive and acceptable values approach within a pluralistic mix such as is present in public schools.

Again, keeping the importance of community acceptance in mind, family life educators should involve community representatives, parents, and students in a process of agreement on values, make the community aware of these and use them in the educational process.

OTHER IMPLICATIONS

Although space does not permit us to deal with several other implications for the future of family life education, they include a reconceptualization of education from short-term planning to life-long education and retraining (Naisbitt[21]), an intensive approach to assisting students in developing skills contrasted with knowledge acquisition through experiential education, developing techniques and resources which will involve the total family in family life education simultaneously with the student, and increased emphasis on the importance of research related to the impact of family life education on both the present and future lives of students.

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[2]Kahn, Alfred H., and Kamerman, Sheila B. *Helping America's Families*. Philadelphia: Temple University Press, 1982, p. 230.

[3]Spierer, Howard. "Different Approaches to the Study of the Human Life Cycle," *Major Transitions in the Human Life Cycle*. Ed. Alvin C. Eurich. Lexington, Mass.: Lexington Books, 1981, p. 3.

[4]"The Classroom Is a Good Place to Help Children Cope with Divorce," *Marriage and Divorce Today*. New York: ATCOM, Inc., No. 29, Feb. 21, 1983, p. 3.

[5]Naisbett, John. *Megatrends: Ten New Directions Transforming Our Lives*. New York: Warner Books, Inc., 1982, p. 33.

[6]Ibid. pp. 33–34.

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[9]Ibid. p. 10.

[10]Ibid.

[11]"Computers to Revolutionize Family-School Relationship," *American Family*. Vol. VI, No. 4, Apr. 1983, p.1.

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[21]Naisbitt, op. cit., p. 95.

APPENDIX

Reference Books and Articles

Included in this list are reference books and articles for Family Life Education administrators and teachers. Additionally there are reference books for student use which would be appropriate additions to school or department libraries.

The books and articles have been separated into the following categories: Personal Growth and Adjustment, Parenting and Child Development, Sex Education and Teenage Pregnancy, and Family Adjustments and Crises. Books and articles written for elementary or intermediate grade students are noted in parentheses. If there is no indication of grade level, the material is appropriate for high school students or adults.

Personal Growth and Adjustment

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Simon, S.B. *Vulture: A Modern Allegory on the Art of Putting One-self Down*. Allen, Tex.: Argus Communications, 1977.

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Textbooks and Curriculum Materials

There are several textbooks available for use with Family Life Education classes. They can usually be found in the publishers catalogs with other home economics books. A few selections are listed here following the publisher's name and address.

Bennett Publishing Company
809 W. Detweiller Drive
Peoria, IL 61615

A Family Is . . . Cowan, revised by Brinkley. 1981.

Decisions for Independent Living. Caughy. 1983. Student Guide.

Married Life. Riker, Brisbane, and Riker. 1976. Student Guide. (This book to be revised in 1984 or 1985.)

Me: Understanding Myself and Others. Revised. Riker and Riker. 1982. Teacher Guide and Student Guide.

Person to Person. Sasse. 1981. (Advanced level text)

The Caring Parent. Draper and Draper. 1983. Student Guide and Teacher Guide.

This Is the Life. Goodspeed and Smith. Revised and adapted by Brinkley. 1981.

Thresholds to Adult Living. Revised. Craig. 1982. Teacher's Resource Guide.

Today's Teen. Kelly and Eubanks. 1981. Student Guide and Teacher Guide. Revised by Blair and Moore.

Butterick Publishing
708 Third Avenue
New York, NY 10017

Family Matters—Concepts in Marriage and Personal Relationships. Smith and Apicelli, 1982. Educator's Guide.

Ginn & Company
P.O. Box 2649
1250 Fairwood Avenue
Columbus, OH 43216

Caring, Deciding and Growing. McGinley. 1983. Teacher's Guide and Teacher's Resource Book.
Parenting & Children. Westlake. 1983. Teacher's Guide and Teacher's Resource Book.

Goodheart Willcox Co., Inc.
123 W. Taft Drive
South Holland, IL 60473

Contemporary Living. Ryder. 1979. Student Activity Guide and Instructor's Guide.
The Confident Consumer. Campbell. 1982. Student Activity Guide and Instructor's Guide.

Interpersonal Communication Programs, Inc.
300 Clifton Avenue
Minneapolis MN 55403

Family Development I, Understanding Us. Patrick J. Carnes.

Janus Book Publishers
2501 Industrial Parkway West, Dept. E
Hayward, CA 94545

Getting Help. Chan. 1982. (Reading level 2.5 Spache)
Sharing An Apartment. Avema. 1982. (Reading level 2.5 Spache)

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Parenting and Teaching Young Children. Hildebrand. 1981. Teacher's Manual.
Survival: A Guide to Living on Your Own. Kelly and Chamberlain. 1980. Teacher Guide.
Teen Guide. 5th Ed. Chamberlain. 1982. Teacher's Resource Guide.
Your Marriage and Family Living. 4th Ed. Landis. 1977.

Macmillan Publishing Co., Inc.
College Marketing
866 Third Avenue
New York, NY 10022

Series for Independent Living. Pearson, et al. 1978. Available in hardcover or softcover modules. Student Workbook, Teacher's Manual and Key.

South-Western Publishing Co.
5105 Madison Road
Cincinnati, OH 45227

The Business of Living. Romness. 1983. Student Activity Guide, Teacher's Manual and Key.

National Network for Curriculum Coordination Regional Centers

There are many resources for curriculum materials. State departments of education, state departments of vocational and technical education (home economics division), and state departments of health may be contacted for curriculum materials, or you may contact the National Network for Curriculum Coordination in Vocational and Technical Education which includes materials from all states and other sources.

East Central
EC/CCC
Illinois Vocational Curriculum Center
Sangamon State University, E-22
Springfield, IL 62708
217/786-6375

Northeast
NE/CCC
Bureau of Occupational & Career Research Development
Division of Vocational Education
225 W. State Street
Trenton, NJ. 08625
609/292-5850

Southeast
SE/CCC
Network for Curriculum Coordination
Mississippi State University
P.O. Brawer DX
Mississippi State, MS 39762
601/325-2510

Midwest
MW/CCC
Curriculum & Instructional Materials Center
1515 W. 6th Avenue
Stillwater, OK 74074
405/377-2000

Northwest
NW/CCC
Bldg. 17, LS-10
Airdustrial Park
Olympia, WA 98504
206/753-0879

Western
W/CCC
College of Education
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
808/948-7834

Current Guides and Books for the Teacher

The following materials are current curriculum guides and books designed for the teacher in a Family Life Education setting.

Barr, L., and Monserrat, C. *Working with Childbearing Adolescents.* Albuquerque, N. Mex.: New Futures, Inc., 1981.

Bignell, S. *Sex Education: Teacher's Guide and Resources Manual.* Santa Cruz, Calif.: Network Publications, 1982.

Brown, et al. *A Curriculum for Parent Child Programs.* Washington, D.C.: Center for Population Options, 1983.

Canfield, J., and Wells, H.C. *One Hundred Ways to Enhance Self-Concepts in the Classroom: Handbook for Teachers and Parents.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Carothers, J.E., and Gasten, R.S. *Helping Children To Like Themselves.* Livermore, Calif.: R/J Associates, 1978.

Casteel, J.D. *Learning to Think and Choose: Decision-Making Strategies for the Middle Grades.* Santa Monica, Calif.: Goodyear Publishing, 1978.

Casteel, J.D., and Stahl, R.J. *Values Clarification In the Classroom: A Primer.* Pacific Palisades, Calif.: Goodyear Publishing, 1975.

Collins, M.T., and Collins, D.R. *Survival Kit for Teachers (and Parents).* Pacific Palisades, Calif.: Goodyear Publishing, 1975.

Cook, Kirby, Wilson, and Alter. *A Guide to Developing and Implementing Programs.* Washington, D.C.: Center for Population Options.

Curwin, R.L., and Curwin, G. *Developing Individual Values in the Classroom.* Palo Alto, Calif.: Learning Handbooks, 1977.

Daniel, R.S. *Human Sexuality: Methods and Materials for Education. Family Life and Health Professionals: An Annotated Guide to the Audiovisuals.* Vol. 1. Brea, Calif.: Heuristicus Publishing co., 1979.

DeSpelden, L., and Prettyman, N. *A Guidebook for Teaching Family Living.* Boston: Allyn and Bacon, 1980.

Dobson, J. *Preparing for Adolescence.* Santa Ana, Calif.: Vision Publishers, 1978.

Engs, R.C., Barnes, E.S., and Wantz, M. *Health Games Students Play: Creative Strategies for Health Education.* Dubuque, Iowa: Kendall/Hunt Publishing Co., 1975.

Exploring the Parenthood Choice: An Activities Guide for Educators. Santa Cruz, Calif.: Network Publications, 1981.

Fallon, B.C. *Training Leaders for Family Life Education.* New York: Family Service Association of America, 1982.

Farnette, C., Forte, L., and Loss, B. *I've Got Me and I'm Glad: A Self-Awareness Career Activity Book.* Nashville, Tenn.: Incentive Publications Inc., 1977.

Glashagel, C., and Glashage, J. (Eds.) *Valueing Families: Tools for Values Education in Family Life.* New York: National Board of YMCA, 1977.

Gordon, S. *Sex Education and the Library.* Syracuse, N.Y.: Eric Clearinghouse on Information Resources, 1979.

Green, K.B. *Family Life Education: Focus on Student Involvement.* Washington, D.C.: American Home Economics Association, 1975.

Growing Older: Facts and Feelings. Santa Cruz, Calif.: Network Publications, 1983.

Guttentag, M., and Bray, J. *Undoing Sex Stereotypes: Research and Resources for Educators.* New York: McGraw-Hill Inc., 1976.

Hawley, R.C., and Hawley, I.L. *Human Values in the Classroom.* New York: Hart Publishing, 1975.

Howe, L.W. *Taking Charge of Your Life.* Allen, Tex.: Argus Communications, 1977.

Kirby, D. *An Evaluation of Programs and Their Effects* (sex education). Washington, D.C.: Center for Population Options, 1983.

Kirby, D. *A Handbook for Evaluating Programs* (sex education). Washington, D.C.: Center for Population Options, 1983.

Kirkendall, L.A., and Adams, W.J. *Student's Guide to Marriage-Family Life Literature: An Aid to Individualized Study Instruction.* Dubuque, Iowa: William C. Brown, 1980.

Klemer, R.H., and Smith, R.M. *Teaching About Family Relationships.* Minneapolis, Minn.: Burgess Publishing Co., 1975.

Life Planning Education. Washington, D.C.: Center for Population Options, 1983.

Mattox, B.A. *Getting It Together: Dilemmas for the Classroom.* San Diego, Calif.: Pennant Press, 1975.

Mills, G., et al. *Discussing Death: A Guide to Death Education.* Palm Springs, Calif.: ETC Publications, 1976.

Millyard, A.W., and Wilks, R. *Getting Along.* Belmont, Calif.: Fearon Teacher Aids, 1978.

National Information Center for Special Education Materials. *Family Life and Sex Education.* Los Angeles, Calif.: University of Southern California National Information Center for Educational Media, 1980.

Pollard, B. *Decisions, Decisions, Decisions.* Millbrae, Calif.: Celestial Arts, 1976.

Purgraski, C.B. *Sorting Life Out Series.* Bay City, Mich.: CEM Company, 1978.

Purgraski, C.B. *Sorting Out Money Values.* Bay City, Mich.: CEM Company, 1981.

Roman, and Finch. *Family Financial Management.* Cincinnati, Ohio: South-Western Publishing Co., 1983.

Selective Guide to Publications for Mental Health and Family Life Education. Chicago, Ill.: Marquis Academic Media, n.d.

Selective Guide to Audio-Visual Aids for Mental Health and Family Life Education. Chicago, Ill.: Marquis Academic Media, n.d.

Sidley, E. *Decision-making: An Activity Approach to the*

Decision-making Process. Compton, Calif.: Educational Insights, 1980.

Simon, S.B., Howe, L.W., and Kirschenbaum, H. *Values Clarification, A Handbook of Practical Strategies for Teachers and Students.* New York: A & W Publishers, Inc., 1978.

Somerville, R.M. *Introduction to Family Life and Sex Education.* Englewood Cliffs, N.J.: Prentice-Hall Inc., 1973.

Teen Parenting: The Challenge of Babies and Toddlers. Student Study Guide. Buena Park, Calif.: Morning Glory Press, 1981.

Todd, K.R., and Abbey-Harris, N. *The Birds, the Bees and . . . the Real Story: A Guide for Teens.* Santa Cruz, Calif.: Network Publications, 1980.

Uslander, A.S., and Weiss, C. *Dealing with Questions About Sex.* Palo Alto, Calif.: Learning Handbooks, 1975. (Level K–8)

Vento, C.J. *Of Time and Value: Learning Activity Book on Aging.* Buffalo, N.Y.: D.O.K. Publications, Inc., 1980.

Wagman, E., Cooper, L., and Todd, K.R. *Family Life Education: Teacher Training Manual.* Santa Cruz, Calif.: Network Publications, 1981.

Wilson. *An Annotated Guide for Resource Materials.* Washington, D.C.: Center for Population Options, 1983.

Wilson, and Kirby. *A Curriculum for Adolescents.* Washington, D.C.: Center for Population Options, 1983.

Wilson, D., and Benson, R. Audio-visual Materials for Family Life Education. *Family Relations,* 1981, *30*(4), 651–660.

Wilt, J., and Watson, B. *Relationship Builders.* Waco, Tex.: Word, Inc., Education Products Division, 1978.

Audiovisual Resource Material

Included in this section are a variety of audiovisual materials for Family Life Education. The selections are distributed among the following categories: Personal Growth and Adjustment, Parenting and Child Development, Sex Education and Teenage Pregnancy, and Family Adjustments/Crises. If the title does not describe the contents, a brief description is included in parentheses. Unless otherwise noted, the selections represented here are for grade levels 9–12 or college students and adults. The distributors are listed with each item and the addresses of the distributors are positioned at the end of this section.

It is important to note that these AV materials may be available for use at no cost from your local or state library, state department of education, state department of health, state department of vocational education (home economics division), Planned Parenthood, the March of Dimes, and other related organizations.

Personal Growth and Adjustment

Adolescent Conflict: Parents Vs Teens. Two filmstrips, two cassettes, teacher's guide. 1977. Sunburst Communications.

Adolescents and Their Relationships. Three filmstrips, scripts and teacher's guides. 1983. Bennett.

Am I Normal? (Adolescent male sexuality, humorous) Film. 1980 24 min. Level 7–12 grade. New Day Films.

A-M-E-R-I-C-A-N-S. (Intercultural friendships) Film. 1977. 12 min. Level K–8 grade. Churchill Films.

As Others See You: Creating a Reputation. Three filmstrips, three cassettes, teacher's guide. Sunburst Communications.

Dating: Coping with the Pressures. Three filmstrips, three cassettes, teacher's guide. 1982. Sunburst Communications.

Developing an Understanding of Self and Others—Primary. Multimedia kit, books, cards, posters, photoboards, puppets, song cards, cassettes, and teacher's manual. 1972. Level K–3 grade. American Guidance Service, Inc.

Developing an Understanding of Self and Others—Elementary. Multimedia kit, books, cards, posters, photoboards, puppets, cassettes, and teacher's manual. 1974. Level 4–6 grade, effective with the nonreader or low ability groups. American Guidance Service, Inc.

Do You Really Communicate? One sound filmstrip, 8 study sheets, wall chart, and educator's guide. Glencoe Publishing Co., Inc.

Doubletalk. (Honesty in communication) Film. 1976. 9 min. Level 7–12 grade. Learning Corporation of America.

Family Feeling. Five filmstrips and cassettes. Level K–6 grade. Perennial Education, Inc.

Feelings:A Series. Six films, 8 to 10 min., each. 1974. Level K–3 grade. Gordon Watt Films.

Feelings Grow, Too. Two filmstrips and cassettes, teacher's guide. Level 5–8 grade. Sunburst Communications.

Free to Be . . . You and Me. Film. 1974. 42 min. Level K–12. McGraw-Hill Films.

Getting Through The Bad Times: Teenage Crises. Three Filmstrips and cassettes, and teacher's guide. 1982. Sunburst Communications.

Hassles and Hangups. Film. 1973. 29 min. Level 7–12 grade. Motivational Media.

How To Be a Good Kid. Film. 1980. 24 min. Level 7–12 grade. E.C. Brown Foundation.

How We Grow. Four filmstrips and 4 cassettes or records. 1975. Level 5–6 grade. BFA Educational Media.

I Am:A Series. Three films, 13 to 15 min. each. 1975. Level K–3 grade. Churchill Films.

I Only Want You To Be Happy. (Womens roles) 1975. 16 min. McGraw-Hill Films.

Is It Okay To Be Me? (Prejudice) Film or Videotape. 6 min. Pyramid Films.

Ivan and His Father. Film. 1970. 14 min. Level 7–12 grade. Churchill Films.

Looking Great, Feeling Great. Two filmstrips, cassettes and teacher's guide. Level 5–8. Sunburst Communications.

Managing Your Emotions. 2nd Ed. 1971. 11 min. Level 7–12 grade. Coronet Instructional Films.

Men's Lives. (stereotypical masculinity) Film. 1975. 43 min. Level 7–12 grade. New Day Films.

Mom, Why Won't You Listen? Film. 1970. 13 min. Level 7–12 grade. Churchill Films.

Personality Theories: Explaining Who We Are. Three filmstrips and cassettes, and teacher's guide. Sunburst Communications.

Scared Straight! (realities of prison life) Videotape. 1979. 53 min. Level 7–12 grade. Pyramid Films.

Self-Concept: How I Know Who I Am. Two filmstrips and cassettes, and teacher's guide. Sunburst Communications.

Talkin', Yellin', Communicatin', and All That Stuff. Videotape. 34 min. Brigham Young University.

The Date. Videotape. 20 min. Level 7–12 grade. Magic Lantern Films.

The Drop Card. (feelings of inadequacy) Film. 14 min. 1980. Brigham Young University.

The Family. Six filmstrips, 3 records or cassettes. 1972. Level K–6. BFA Educational Media.

The Gentle Art of Saying "No." Three filmstrips and cassettes. Level 7–12 grade. Sunburst Communications.

The IALAC Story. (peer relations). Film. 1974. 20 min. Level 7–9 grade. Planned Parenthood.

The New Me: Accepting Body Changes. Two filmstrips and cassettes, teacher's guide. Sunburst Communications.

The Phone Call (humorous, dating rituals). Film or videotape. 1977. 24 min. Level 7–12 grade. Brigham Young University.

Wait Until Your Father Gets Home. Film. 1971. 11 min. Level 7–12 grade. Churchill Films.

Walk in Their Shoes. (Parents' dilemmas). Film. 24 min. Level 7–12 grade. Brigham Young University.

What About McBride? (myths and stereotypes about homosexuals). Film. 1974. 10 min. McGraw-Hill Films.

Why Is It Always Me? Film. 1980. 15 min. Level 7–12 grade. Gerald T. Rogers.

Parenting and Child Development

A Baby Is Born. Film. 23 min. Perennial Education, Inc.

Birth of a Family. Film. 24 min. 1976.

Breastfeeding: A Special Closeness. Film or Videotape. 23 min. 1977. Motion Inc.

Cipher in the Snow. (Trues story of a child's need for recognition and self-esteem) Film. 24 min. 1973. Brigham Young University.

Maternal Deprivation in Young Children. Film. 30 min. New York Film Library.

Mummy. (Humorous look at the demands of parenting) Film. 28 min. International Tele-Film Enterprises.

Old Enough But Not Ready. (children with learning disabilities) Film. 28 min. McGraw-Hill Films.

Parenthood. Two sound filmstrips, four study sheets, educator's guide. Glencoe Publishing Co., Inc.

Parenting: Growing with Children. Film. 22 min. 1976. Marlin Motion Pictures.

Prenatal Development. Film. 20 min. 1974. McGraw-Hill Films.

Ready for Parenthood? One sound filmstrip, 8 study sheets, 1 wall chart, and 1 educator's guide. Glencoe Publishing, Co., Inc.

Rock-A-By Baby. (mothering practices) Film. 29 min. 1970. Time-Life Multimedia.

Sex-Role Development. Film. 23 min. 1974. McGraw-Hill Films.

The Good Family: You Can Make It Happen. Three filmstrips, cassettes and a teacher's guide. Sunburst Communications.

The Opportunity Class. (nursery experience for handicapped and normal children) Film. 22 min. New York University Film Library.

The Trophy Case. (parenting practices of a "father") Film. 1980. 26 min. Level 7–12 grade. Brigham Young University.

Sex Education and Teenage Pregnancy

A Family Talks About Sex. Film. 28 min. 1978. Perennial Education, Inc.

A Far Cry from Yesterday. (consequences of teenage pregnancy) Film. 20 min. Perennial Education, Inc.

Are We Still Going to the Movies? (adolescent sexual conflict) Film. 14 min. 1974. McGraw-Hill Films.

Are You Ready for Sex? Film. 24 min. Perennial Education, Inc.

Becoming a Woman/Becoming a Man (Revised). Two filmstrips, records or cassettes. 1973. Level 7–9 grade. Guidance Associates.

Close Feelings. (sexual involvement) Film. 16 min. Level 7–12 grade. International Tele-Film Enterprises.

Dear Diary. (female puberty) Film. 24 min. 1981. Planned Parenthood.

Especially for You. (biological puberty) One filmstrip, cassette, and teacher's guide. Level 6–7 grade. Perennial Education, Inc.

Girl to Woman (Revised). Film. 17 min. 1975. Level 6–7 grade. Churchill Films.

Going Steady. Film. 11 min. Level 7–12 grade. International Tele-Film Enterprises.

Growing into Womanhood/Growing into Manhood. Two filmstrips and records or cassettes. 1971. Level 6 grade. Guidance Associates.

His Baby Too—Problems of Teenage Pregnancy. Filmstrip. 38 min. 1980. Level 7–12 grade. Sunburst Communications.

How Animals Grow and Change. Four filmstrips, 4 records. 1974. Level 4–6 grade. BFA Educational Media.

Human Birth, Growth and Development: Facts and Feelings. Two filmstrips, records or cassettes. Level K–6 grade. Warren Schloat.

Human Growth and Development. Ten filmstrips and tapes. 1972. Level 6 grade. International Teaching Tapes, Inc.

Human Growth III. Film. 20 min. 1976. Level 7–9 grade. Perennial Education, Inc.

Human Reproduction 100 (Revised). 80 Color Slides. Level 7–12 grade. Guidance Associates.

Human Sexuality: The Lifelong Experience. Two filmstrips and cassettes. 1982. Sunburst Communications.

I'm 17, I'm Pregnant . . . And I Don't Know What To Do. Film. 28 min. 1975. International Tele-Film Enterprises.

Is That What You Want For Yourself? Film. 13 min. Learning Corporation of America.

It Happens. (Adolescent pregnancy) Film. 25 min. 1972. Pyramid Films.

It's A Thought. (peer pressure) Film. 22 min. 1980. Level 7–12 grade. Planned Parenthood.

Make Believe Marriage. Film. 33 min. 1979. Learning Corporation of America.

Me, A Teen Father? Film. 13 min. Level 7–12 grade. Carousel Films.

Methods of Family Planning. Film. 20 min. Level 7–12 grade. International Tele-Film Enterprises. Films of this nature are available from Planned Parenthood also.

Not My Problem. (Dilemmas and responsibilities of sexually active boys) Film. 18 min. 1980. Level 7–12. Barr Films.

Old Enough To Know. Film. 22 min. 1973. Parennial Education, Inc.

Running My Way. (Sexual desire/responsibilities) 28 min. 1981. Level 7–12 grade. Planned Parenthood.

Sexual Myths and Facts. One filmstrip, cassette, and teacher's guide. 1982. Sunburst Communications.

Taking Chances. (reasons for nonuse of birth control) Film. 22 min. 1982. Sunburst Communications.

Teenage Father. Film. 28 min. 1978. Children's Home Society of California.

The Hang-Up. (decision-making about sexual intercourse) Film. 28 min. International Tele-Film Enterprises.

The Sex Game. Film. 20 min. Level 7–12 grade. Paulist Productions.

Then One Year. (all aspects of puberty) 18 min. 1972. Level 6–7 grade. Churchill Films.

Venereal Disease: Why Do We Still Have It? 21 min. Level 7–12 grade. Perennial Education, Inc.

VD—Play It Safe. Film. 14 min. 1980. Carousel Films.

VD Old Bugs, New Problems. Film. 18 min. 1978. Level 7–12 grade. Planned Parenthood.

Young, Single and Pregnant. Film. 18 min. 1974. Perennial Education, Inc.

Family Adjustments/Crises

Acquaintance Rape Prevention. Four films, 6 to 9 min., each. 1980. Associate Films.

A Family of Winners. (family pressures) Film. 28 min. 1979. Paulist Productions.

A Small Statistic. (death of first child) Film. 28 min. International Tele-Film Enterprises.

Anna and Poppy. (girl and grandfather's death) Film. 13 min. Level 4–12 grade. Paulist Productions.

Child Abuse: The People Next Door. Film. 20 min. Barr Films.

Children of Divorce—Transitional Issues for Elementary School Age. Film. 12 min. Level K–12. American Personnel and Guidance Association.

Death: Facing a Loss. Four filmstrips and cassettes. Level K–3 grade. Society of Visual Education.

Divorce. Two sound filmstrips, 4 study sheets, and 1 educator's guide. Glencoe Publishing Co., Inc.

Does Anybody Need Me Anymore? (Middle-age crisis) Film. 29 min. 1975. Learning Corporation of America.

Facing Family Stress. One sound filmstrip, 8 study sheets, 1 wall chart, educator's guide. Glencoe Publishing Co., Inc.

Families. (interdependence of human beings) Film. 10 min. Level K–6 grade. Perennial Education, Inc.

Family Crises—When Parents Divorce. Slides and cassettes. Level 7–12. International Tele-Film Enterprises.

Family in Focus. Film. 7 min. 1980. Franciscan Communications.

Feeling Left Out. (childrens' feelings of depression following divorce) Film. 15 min. 1975. Level K–8. International Tele-Film Enterprises.

For the Love of Annie. (marital stress/heart attack of spouse) Film. 28 min. Level 7–12 grade. Paulist Productions.

Hello In There. (lonely widow) Film. 21 min. Level 7–12 grade. Telekinetics.

Hide 'N' Seek. (dealing with parents' divorce) Film. 20 min. Level 4–12 grade. International Tele-Film Enterprises.

How to Say No to a Rapist . . . and Survive. Film. 53 min. 1975. Learning Corporation of America.

Incest: The Victim Nobody Believes. Film. 21 min. 1976. Mitchell-Gebhardt Film Co.

Joe and Maxi. (family relationships through stress, award-winning documentary) Film. 80 min. First-Run Features.

Like Other People. (Needs of physically handicapped) Film. 37 min. Perennial Education, Inc.

Marijuana and Your Mind. Two filmstrips, two cassettes, teacher's guide. 1982. Sunburst Communications.

Marriage and Money. Filmstrip and record or cassette. 15 min. American Council of Life Insurance.

Marriage, Separation and Divorce. Six filmstrips and cassettes. Level 7–12 grade. Pinetree Media Ltd.

Me and Dad's New Wife. Film. 33 min. Level 3–12 grade. Marlin Motion Pictures.

Memories of Family. Film. 24 min. 1977. Polymorph Films.

Newly Married Couples. Two filmstrips, cassettes, 4 study sheets, and teacher's guide. Glencoe Publishing Co., Inc.

Nine-Year Olds Talk About Death. Film. 15 min. 1978. Level 4–12 grade. Marlin Motion Pictures.

Not Only Strangers. (rape by an acquaintance) Film. 23 min. 1980. Centron Films.

OK to Be Old. Three filmstrips and cassettes. Level 7–12 grade. International Tele-Film Enterprises.

Peege. (aging) Film. 28 min. International Tele-Film Enterprises.

Princess. (children coping with their parent's divorce)

Film. 28 min. 1979. Level 7–12. Paulist Productions.

Prometheus Bound. (trying to save a marriage with a baby) Film. 28 min. Paulist Productions.

Second Chorus. (marital fighting) Film. 25 min. International Tele-Film Enterprises.

Shatter the Silence. (teenage victim of incest) Film. 29 min. 1980. S-L Film Productions.

Suicide! It Doesn't Have to Happen. Film. 20 min. 1976. BFA Educational Media.

Surviving Your Parents Divorce: a Teenager's Guide. Filmstrip. 27 min. 1980. Level 7–12 grade. Sunburst Communications.

The Good Marriage: It Doesn't Just Happen. Three filmstrips and cassettes. Sunburst Communications.

The Magic Moth. (death from a young boy's view) Film. 22 min. Centron Films.

The Mailbox. (communication with elderly family members) Film. 24 min. 1977. Level 3–12 grade. Brigham Young University.

The Shopping Bag Lady. (friendship between young girl and elderly woman) Film. 21 min. Level 3–12 grade. Learning Corporation of America.

Things Are Different Now. (effects of divorce) Film. 15 min. Level 7–12 grade. Paulist Productions.

This One For Dad. (boy's father is dying) Film. 18 min. Level 7–12. Paulist Productions.

Turning Off: Drugs and Peer Pressure. Two filmstrips, cassettes, and teacher's guide. Sunburst Communications.

Violence in the Family. Four filmstrips, cassettes, and teacher's guide. Sunburst Communications.

War of the Eggs. (child abuse and marital problems) Film. 27 min. 1971. Paulist Productions.

What Teens Should Know About Alcohol. One filmstrip, cassette, and teacher's guide. Sunburst Communications.

When A Child Dies. Film. 23 min. New Day Films.

Why Me? (facing death, humorous, insightful) Film or videotape. 10 min. Pyramid Films.

Yours Truly, Andrea G. Stein. (sharing a mother with a live-in boyfriend) Film. 38 min. 1979. Level 4–12 grade. International Tele-Film Enterprises.

Audiovisual Materials—Producers/Distributors

American Guidance Service Inc.
Publishers' Bldg.
Circle Pines, MN 55014

American Personnel and Guidance Association
Film Dept.
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

Association Films
410 Great Road
Littleton, MA 01460

Barr Films
3490 East Foothill Blvd.
Pasadena, CA 91107

Bennett Publishing Company
809 W. Detweiler Dr.
Peoria, IL 61615

BFA Educational Media CBS Inc.
2211 Michigan Ave.
P.O. Box 1795
Santa Monica, CA 90406

Brigham Young University
Film Production Dept.
Provo, UT 84602

E.C. Brown Foundation
710 Southwest Second Ave.
Portland, OR 97204

Carousel Films
1501 Broadway
New York, NY 10036

Centron Films
1621 West 8th
Box 687
Lawrence, KS 66044

Children's Home Society of California
Public Affairs Dept.
5429 McConnell Ave.
Los Angeles, CA 90066

Churchill Films
662 North Robertson Blvd.
Los Angeles, CA 90069

Coronet Instructional Films
65 S. Water St., E.
Chicago, IL 60611

First-Run Features
419 Park Ave. S.
New York, NY 10016

Franciscan Communications
1229 South Santee
Los Angeles, CA 90015

Glencoe Publishing Co., Inc.
17337 Ventura Blvd.
Encino, CA 91316

International Tele-Film Enterprises
47 Densley Ave.
Toronto, Ontario M6M 5A8

Learning Corporation of America
135a Avenue of the Americas
New York, NY 10019

Magic Lantern Films
872 Winston Churchill Blvd.
Oakville, Ontario L6L 4Z2

Marlin Motion Pictures
47 Lakeshore Rd. E.
Mississauga, Ontario L5G 1C9

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

Mitchell-Gebhardt Film Co.
1380 Bush St.
San Francisco, CA 94109

Mobius International
290 Palmerston Ave.
Toronto, Ontario M6J 2J4

Motion Inc.
3138 Highland Pl., N.W.
Washington, DC 20008

Motivational Media
8271 Melrose
Los Angeles, CA 90046

New Day Films
P.O. Box 315
Franklin Lakes, NJ 90417

New York University Film Library
26 Washington Place
New York, NY 10003

Parents' Magazine Films
52 Vanderbilt Ave.
New York, NY 10017

Paulist Productions
17575 Pacific Coast Hwy.
P.O. Box 1057
Pacific Palisades, CA 90272

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855, Ravinia
Highland Park, IL 60035

Pinetree Media Ltd.
P.O. Box 1070, Station B
Mississauga, Ontario L4Y 3W4

Polymorph Films
331 Newberry St.
Boston, MA 02215

Pyramid Films
Box 1048
Santa Monica, CA 90406

Gerald T. Rogers
5225 Old Orchard Rd., No. 6
Skokie, IL 60077

Warren Schloat
150 White Plains Rd.
Tarrytown, NY 10591

S-L Film Productions
P.O. Box 41108
Los Angeles, CA 90041

Society for Visual Education
1345 Diversey Pkwy.
Chicago, IL 60614

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570

Telekinetics
1229 S. Santee St.
Los Angeles, CA 90015

Time-Life Multimedia
1271 Avenue of the Americas
New York, NY 10020

Gordon Watt Films
4049 Sheppard Ave., E.
Agincourt, Ontario M1S 1S8

Resources from the Community and Organizations

In most communities there are local resources providing speakers, pamphlets, audiovisual materials and other forms of support. Family life education, sex education, or youth development may be the central focus of the operation; or it may be only slightly related, but still have available resources. The following list includes some of the sources you may contact for supplementing a family life education program.

- Local churches, synagogues (family education division)
- Planned Parenthood, local or regional chapter
- March of Dimes, local or regional chapter
- Girl Scouts/Boy Scouts
- YMCA/YWCA
- Area colleges and universities
  —home economics departments
  —medical schools
- Junior League
- American Red Cross
- Salvation Army
- PTA
- Fire department, police department (survival, accident prevention)
- Local mental health associations
- Medical associations
- Lawyers (family law)
- Media news personalities
- Rape crisis center
- Parents Without Partners, local or regional chapter

State and Local Government Resources:

- Elected officials with interest and concern for family life education: teenage pregnancy, family issues

- Health department
  - —VD clinics
  - —maternal and child health
  - —mental health
- Welfare department
  - —child abuse
  - —day care
  - —adoption, foster care
- Women's resource center
  - —rape prevention
  - —battered wives
  - —displaced homemakers
  - —nontraditional career development
- Department of education
  - —home economics, family studies
  - —drug education
  - —career development
- Consumer affairs

For handy reference, add resources identified in your community.

Resource	Contact Person	Address	Phone

National Associations with Family Life Education Materials

Many national associations provide materials upon request to persons interested in various aspects of family life education.

Action for Children's Television
46 Austin St.
Newtonville, MA 02160

Alcohol Education for Youth
1500 Western Ave.
Albany, NY 12303

American Academy of Pediatrics
1801 Hinman Ave.
Evanston, IL 60204

American Association for Marriage and Family Therapy
1717 K St. NW, #407
Washington, DC 20006

American Association of Sex Educators, Counselors, and Therapists
5010 Wisconsin Ave., NW Suite 304
Washington, DC 20006

American Council of Life Insurance
Educational Services
1850 K St. NW
Washington, DC 20006

American Home Economics Association
2010 Massachusetts Ave., NW
Washington, DC 20036-1028

Association for Childhood Education International
3615 Wisconsin Ave., NW
Washington, DC 20016

Carnegie Council on Children
437 Madison Ave.
New York, NY 10022

Center for Population Options
2031 Florida Ave., NW
Washington, DC 20009

Child Study Association of America
853 Broadway
New York, NY 10003

Child Welfare League of America, Inc.
44 E. 23rd St.
New York, NY 10010

Children of Alcoholics Foundation
540 Madison Ave., 23rd Floor
New York, NY 10022

Children's Defense Fund
1520 New Hampshire Ave., NW
Washington, DC 20036

Coalition on Children and Youth
1910 K St., NW
Washington, DC 20006

Consumer Information Center
Pueblo, CO 81009

ETR Associates Network Publications
1700 Mission St.
P.O. Box 7506
Santa Cruz, CA 95061-8506

Family Resources Coalition
230 N. Michigan Ave., Room 1625
Chicago, IL 60601

Family Service America (formerly Family Service Association of America)
44 E. 23rd St.
New York, NY 10010

Family Social Science
290 McNeal Ave.
University of Minnesota
St. Paul, MN 55108

Food and Nutrition Information Center
National Agricultural Library Bldg., Room 304
Beltsville, MD 20705

Future Homemakers of America
1910 Association Dr.
Reston, VA 22091

Genetics Foundation
250 West 57th St.
New York, NY 10019

Alan Guttmacher Institute
152 Madison Ave.
New York, NY 10022

Hogg Foundation for Mental Health
Publication Division
P.O. Box 7998
The University of Texas
Austin, TX 78712

Institute for Family Research and Education
Syracuse University
760 Ostrom Ave.
Syracuse, NY 13210

International Clearinghouse on Adolescent Fertility
Center for Population Options
2031 Florida Ave., NW
Washington, DC 20009

March of Dimes Birth Defects Foundation
1275 Mamaroneck Ave.
White Plains, NY 10605

Mental Health Materials Center
Marquis Academic Media
200 East Ohio St.
Chicago, IL 60611

Narcotics Education
6830 Laurel Ave., NW
Washington, DC 20012

National Academy for Families
475 Riverside Dr., Suite 852
New York, NY 10115

National Association for the Education of Young Children
1834 Connecticut Ave., NW
Washington, DC 20036

National Association for Mental Health
10 Columbus Dr.
New York, NY 10019

National Association of Extension Home Economists
315 N. 6th St.
De Kalb, IL 60115

National Clearinghouse for Drug Abuse Information
5454 Wisconsin Ave.
Chevy Chase, MD 20015

National Coalition Against Domestic Violence
P.O. Box 31015
Santa Barbara, CA 93105

National Committee for the Prevention of Child Abuse
111 East Wacken Dr., Suite 510
Chicago, IL 60701

National Council of Churches
Commission on Family Ministeries and Human Sexuality
475 Riverside Dr.
New York, NY 10115

National Council of Jewish Women
1 West 47th St.
New York, NY 10036

National Council on Crime and Delinquency
2125 Center Ave.
Ft. Lee, NJ 07024

National Council on Family Relations
Family Resources & Referral Center
1219 University Ave., SE
Minneapolis, MN 55414

National Dairy Council
Nutrition Education
111 N. Canal St.
Chicago, IL 60606

National Education Association
1201 16th St., NW.
Washington, DC 20036

National Foundation for Consumer Credit
8701 Georgia Ave.
Silver Spring, MD 20910

National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

National Organization of Adolescent Pregnancy and Parenting
6813 Winifred
Ft. Worth, TX 76133

Office For Families
Administration for Children, Youth and Families
Office of Human Development Services
US Department of Health and Human Services
400 6th St., SW, Suite 5030
Washington, DC 20201

Office of Adolescent Pregnancy
US Department of Health and Human Services
Room 725 Hubert Humphrey Bldg.
200 Independence Ave., SW
Washington, DC 20201

Parents Without Partners
7910 Woodmont Ave, Suite 1000
Bethesda, MD 20814

J.C. Penney Company, Inc.
Educational Relations and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Planned Parenthood Federation of America, Inc.
Education Department
810 7th Ave.
New York, NY 10019

SIECUS (Sex Information and Education Council of the United States)
1855 Broadway
New York, NY 10023

Southwest Educational Development Laboratory
Parenting Materials Information Center
211 East 7th St.
Austin, TX 78701

Synagogue Council of America
Committee on the Family
235 Fifth Ave.
New York, NY 10016

United States Catholic Conference
Family Life Bureau
1312 Massachusetts Ave., NW
Washington, DC 20005

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